

RCUK CSF Annual Report 2016/17: King's College London

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1. EXECUTIVE SUMMARY

In 2016, King's launched its Strategic Vision 2029, outlining the university's five strategic priorities: Education, Research, Service, London and International. Core to that vision is King's connectivity with the world around us – locally, nationally and internationally. In 2011, King's took a new and innovative approach to external engagement, moving from a conventional centralised unit with responsibility for public engagement to a model in which specialist hubs, at the interface between King's and the communities around it, broker and enable two-way engagement. The work enabled by the CSF should be seen in this context as enabling and supporting the university's approach to embedding engagement within research and the wider university strategies from the bottom-up.

One of these hubs is the university's Science Gallery London which, along with the funds from RCUK, has been a significant catalyst for change over the last two years. Together, through initiatives developed across the two years of CSF funding, such as our cost recovery model for PE support, Impact and Engagement Services, we have successfully integrated public engagement support within the research management process. Linking Impact and Engagement Services to King's Vision 2029 has ensured continued support for engagement. A new innovation promotional pathway, established in the second year of funding, has provided a new mechanism for rewarding researcher involvement in public engagement.

Overview of our main strategic aims and principle outcomes:

1. To roll-out Impact and Engagement Services, align it with other impact support providers at King's, and determine its self-sufficiency as a small research facility.

- 97 consultations on research grants totalling more than £750,000 for PE to date. Over £70,000 has been costed in for Impact and Engagement Services for future sustainability¹. 17 research grants have been funded to date with over £110,000 allocated to PE. From these, more than £16,000 has been dedicated to the sustainability of Impact and Engagement Services beyond CSF;
- 28 presentations reaching 840 research staff and students
- Formalisation of a 23 person Impact Network to align Impact and Engagement Services with other impact support providers

2. Evaluate the impact of Impact and Engagement Services and Science Gallery London on the engagement culture at King's.

- EDGE tool analysis shows significant development in five of the nine categories
- 99 qualitative/quantitative surveys and 24 pathways to impact statement analysed to gauge baseline understanding of PE
 - o 1st order conceptualisation of PE (informing public groups) dominated pre-intervention: 45% of descriptions of PE included 1st order language.
 - o Consultations lead to changes in attitudes and understanding of PE, demonstrated in pathways to impact statements
 - o Interventions increased awareness of possible types of PE.
 - o PE increasingly seen as a route to improving research

3. Hone our longer term strategy for Impact and Engagement Services and to gain buy-in from senior figures.

¹ All amounts set to increase as further grants are submitted

- Developed a Business Plan for Impact and Engagement Services, reviewed by Science Gallery London and Research Management and Innovation Directorate
- Impact and Engagement Services represented at College Innovation Committee
- Strategic work to inform King's Vision 2029 and Research and Service Strategies

The main outcomes and impacts of these activities:

Impact and Engagement Services continues to prove to be a successful, sustainable model for public engagement support in a HEI. Through the work of Impact and Engagement Services, we have significantly enhanced the provision of support for public engagement through grant consultations, training courses and hands-on opportunities. Public engagement is increasingly being considered (by all levels) as a fundamental part of the research process, and is being increasingly built in and appropriately resourced within successful grant applications. We are working to align our vision for Impact and Engagement Services with senior management, as they begin to implement King's Vision 2029 in key strategies.

It is clear that the new strategic framework for King's includes a deep understanding of, and commitment to, the process of engaging public groups with King's research. However, King's uses its own vocabulary to describe its approach to public engagement in this new strategy. This language forms part of an important narrative which harks back to the university's founding in 1829, as a civic university 'in service to society'. This narrative permeates the whole of King's culture - including the public engagement culture. As a result, some of the terms typically used by the public engagement community are not necessarily reflected in the new strategy. However, discussion of the theoretical and practical relationship between the language (and frameworks) used by King's and the engagement community continues (and as evidenced by the Story of Change from Prof Jonathan Grant). Whether, in the end, these two rhetorical frameworks can be explicitly reconciled – beyond their commonalities - is an open question. Most importantly what is clear, is that King's Vision 2029 is leading the institution in a direction in which Public Engagement with Research is truly embedded. Crucially, the activities which the CSF has instigated and supported have been, and remain, instrumental in driving the culture change which Vision 2029 embodies.

2. CONTEXT

OUR INSTITUTION

Name of the University: King's College London

No. of Research staff / research income: 3,649 academic and research staff, with a research income of £193 million.

Character of the research portfolio at the institution:

King's College London is one of the top 25 universities in the world (2016/17 QS World University Rankings) and among the oldest in England.

King's has an outstanding reputation for world-class teaching and cutting-edge research. In the 2014 Research Excellence Framework (REF) King's was ranked 6th nationally in the 'power' ranking, which takes into account both the quality and quantity of research activity, and 7th for quality according to Times Higher Education rankings. Eighty-four per cent of research at King's was deemed 'world-leading' or 'internationally excellent' (3* and 4*). The university is in the top seven UK universities for research earnings and has an overall annual income of more than £684 million.

King's has a particularly distinguished reputation in the humanities, law, the sciences (including a wide range of health areas such as psychiatry, medicine, nursing and dentistry) and social sciences including international affairs. It has played a major role in many of the advances that have shaped modern life, such as the discovery of the structure of DNA and research that led to the development of radio, television, mobile phones and radar. It is also a founding member of the Francis Crick Institute, an interdisciplinary medical research institute bringing together six of the UK's most successful scientific and academic organisations.

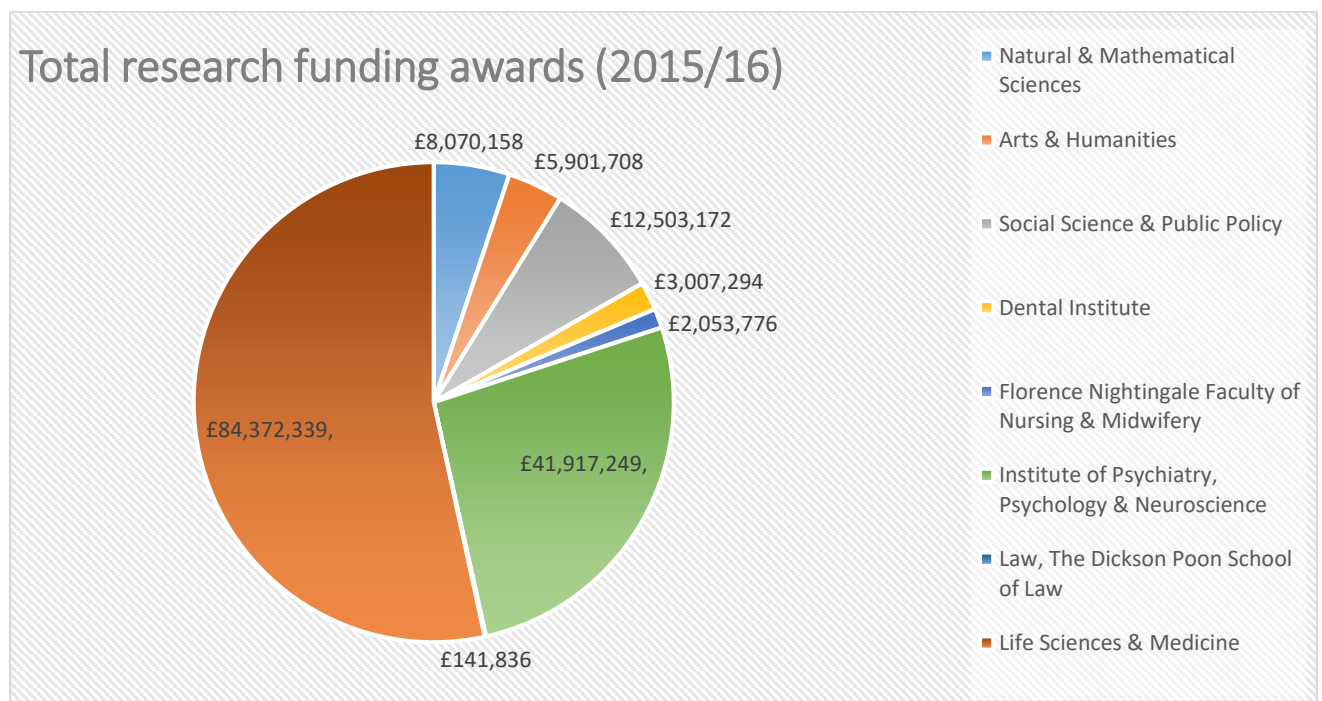


Figure 1: Total funding awards per faculty (2015/2016)

No of professional service staff: 3,246

No. of Postgraduate Students: Over 11,700

Do you have a doctoral school? Previously the Graduate School at King's, the newly formed Centre for Doctoral Studies (September, 2017) is the professional services centre whose prime purpose is to provide support for, and encourage, the best possible postgraduate student experience and to ensure that all students fulfil their full potential. It includes the Researcher Development Unit, which oversees training and development for postgraduate research students and staff, including training in public engagement.

Campus: King's has four Thames-side campuses within a single square-mile in the heart of London (Strand, Guy's, Waterloo, St Thomas'), together with a major presence at Denmark Hill in South London in the form of the Institute of Psychiatry, Psychology & Neuroscience, and of the biomedical research and teaching at King's College Hospital.

King's uses its location to build and consolidate partnerships with many key cultural, political, professional and business entities and communities in the capital. By 2029, King's aims to be London's leading civic university, making a valuable contribution to the capital's health and success through a wide range of collaborations that both draw London into King's and put King's expertise to work in ways that have meaning for London.

HISTORY OF PUBLIC ENGAGEMENT AT YOUR INSTITUTION BEFORE THE CATALYST PROJECT

Did you have an established Public Engagement team before the project?

In 2012, the university made a strategic decision to move towards effective external engagement through specialist interface units focussed on specific communities. The central Public Engagement department was finally wound down in 2014.

There are currently four of these units in place – each of which has dedicated staff and resources: Culture, Entrepreneurship, Commercialisation and Policy.

- **Culture:** In every faculty across the university, arts and culture makes a distinctive contribution to achieving the vision King's has set out as it approaches its 200th anniversary in 2029. King's has established specialist teams at the interface between the university and the cultural sector to broker and facilitate partnerships, working closely with faculties and with a number of external networks and partners. The Connected Venues network brings together the various cultural spaces in and around King's.
- **Entrepreneurship:** The Entrepreneurship Institute exists to support entrepreneurial thinking, skills and experiences amongst King's students, staff and alumni. They support people to have careers as entrepreneurs and start up innovative new businesses and social enterprises, but also to be innovative in their chosen career. They create agile corporate employees, entrepreneurial public sector staff and

innovative medics. King's views entrepreneurship as vital if we want to positively contribute to global challenges and create a better society. Our vision is that by 2029 everyone at King's will have had the opportunity to make entrepreneurship part of their DNA.

- **Commercialisation:** Established in 2012, the King's Commercialisation Institute challenges the traditional commercial transaction approaches pursued by typical university technology transfer offices. The Institute is staffed by those who have worked in the life science industry and understand its needs for the development and commercialisation of new technologies. The focus is one of active engagement with King's research projects for commercial translation that is better aligned with the needs of industry and the market and which captures the full benefits that new technologies can deliver.
- **Policy:** The Policy Institute at King's addresses complex policy and practice challenges with rigorous research, academic expertise and analysis focused on improving outcomes. Their vision is to contribute to building an ecosystem that enables the translation of research to inform policy and practice, and the translation of policy and practice needs into a demand-focused research culture. We do this by bringing diverse groups together, facilitating engagement between academic, businesses, philanthropic, clinical and policy communities around current and future societal issues.

In addition, the university has an Innovation Committee, which connects staff working in innovation and public engagement, chaired by the VP Service. It has also established 'professional networks' which connect multiple departmental or faculty-level support staff that have responsibility for certain core services. At the start of the CSF there were approximately five departmental or faculty-level staff members with 'public engagement' or 'outreach' in their job titles. With the establishment of the King's Engaged Researcher Network during the CSF there is now a self-organised professional network that connects support staff and researchers.

Within the Culture portfolio, Science Gallery London acts as a porous membrane between King's and the city. The gallery is due to open on the Guy's Campus at London Bridge in 2018 as a space where art and science collide. Attracting over 350,000 visitors each year, it will have a particular focus on 15 to 25 year-olds. It will have no permanent collection but a changing programme of content focussed on three annual themes, each one of global concern. Through an open call process, the gallery will curate and host exhibitions, events, performances, online activities, debates and festivals illuminating these themes. It will bring science, technology and health into dialogue with the arts and design in an unprecedented way, inspiring new thinking in researchers, academics, young people and local communities and provoking new approaches to contemporary challenges.

Prior to opening, Science Gallery London has been working with artists, local communities, King's research staff and students to run a series of pop-up seasons including 'FREQUENCIES: Tune into Life' (2014), 'FED UP: The future of food' (2015), and 'MOUTHY: Into the orifice' (2016). During 2017 the gallery hosted its final pop-up season

'BLOOD'. Enhancing the public engagement opportunities for King's staff and students during MOUTHY and BLOOD has been a large focus of the CSF award.

The Science Gallery is part of the university's commitment to engagement with the communities around it, but it does not have an official remit to provide centralised support for public engagement, in line with King's belief that specialist units at the interface between King's and specific communities are a more effective route. In line with these ambitions, King's has established Impact and Engagement Services within its Research Management and Innovation Directorate: this new form of support for all academics across the university harnesses the expertise of the interface units to develop and deliver public engagement activities.

Did a member of the senior management team have Public Engagement as a core responsibility?

Mr Chris Mottershead, Vice-Principal (Quality, Strategy and Innovation), oversees the four flagship interface units mentioned.

Deborah Bull - Assistant Principal (London) - leads on the development of the university's external engagement profile within London, maximising the potential of King's location in the heart of the city to create opportunities for the university and the communities around us and positioning King's as integral to London's health and success.

Jonathan Grant, VP (Service) has recently been appointed and has responsibility for delivering on King's Service ambitions within Vision 2029.

At senior level these three posts act as cross-university champions for public engagement, reporting to the Senior Management Team.

Was public engagement mentioned in strategic documents as a priority?

King's took a strategic decision to move to a different model of external engagement and the strategic documents reflect this model and this language. In January 2017, the second year of CSF funding, King's new [Strategic Vision 2029](#) was launched. This strategy recognises the importance of actively engaging with communities in which we are based as well as being involved in global conversations. While the term 'public engagement' is not used specifically, civic engagement is mentioned throughout and is key to achieving three of the five strategic priorities, specifically, strategic priority 3, 'Serve to Shape and Transform' and Strategic Priority 4 'A Civic University at the Heart of London'. Five steps have been identified to achieve each priority, a number of which explicitly relate to engagement, including; '*Make a tangible difference to the wellbeing, health, culture, security and prosperity of the local and international communities with which we engage*', '*Develop and maintain mutually beneficial relationships in King's home boroughs through a coordinated programme of civic engagement*'. The inclusion of engagement in King's new strategy and vision represents a very positive step forward in our work to embed a culture where engagement is valued.

Do you have a history of running events and festivals with a Public Engagement element?

There is an extensive amount of public engagement activity at King's, delivered at faculty and department level and by the interface units mentioned. Flagship events include:

- **Arts and Humanities Festival:** Run for the past seven years, the Arts and Humanities Festival is an annual event which celebrates and disseminates the work going on across the Departments and Research Centres which make up the Faculty of Arts & Humanities at King's. The Festival provides an opportunity for collaboration between departments, across the College, and with external partners. It is a showcase of academic excellence with an emphasis on practical applications and public engagement. A range of events take place across the Festival, including exhibitions, performances, lectures, readings, roundtables, debates, film screenings, Q&A sessions and guided tours. Most events are free and open to the public.
- **Cultural Programming:** Cultural Programming engages the public with the work of the university, curating creative spaces at the interface between King's and London by bringing together academics, artists, cultural partners and students to stimulate curiosity and provoke new thinking. Cultural Programming curates and produces
 - Exhibitions and installations
 - Debates, conversations, seminars and workshops
 - Screenings, online and digital projects
 - Performances and events across disciplines

Recent projects include [Dear Diary](#), [Traces of War](#) and [Utopia](#).

In addition, many researchers get involved in public engagement activities through their faculties/departments:

- Faculty of Life Science and Medicine regularly support the **Pint of Science festival**. The festival has been running since 2013, and gives academics the opportunity to present latest research findings with the public in accessible venues outside lecture theatres. In previous years, the King's Pint of Science events have attracted the highest number of attendees across the UK. So far, King's has hosted sell-out events involving more than 40 academics, reaching a total audience of over 1,000 attendees.
- **The Arcade at Bush House**, part of the university's Cultural Quarter, supports creative learning opportunities for students, showcases imaginative research collaborations and invites local and wider communities to connect with King's through a varied programme of events, exhibitions and activities.
- **The Inigo Rooms** hosts a wide range of cultural activities, created through cultural partnerships and collaborations. The rooms are available for talks, events, meetings, workshops and small scale exhibitions. Currently exhibiting [Melancholia. A Sebald Variation](#)
- **The Florence Nightingale Museum** (St Thomas' Hospital) is a dedicated public museum on King's St Thomas' Campus celebrating the life and work of Florence Nightingale.
- **The Old Operating Theatre** Museum & Herb Garret run programmes of weekly public lectures, demonstrations and workshops, as well as special talks.

- The **Museum of Life Sciences** uses its range of expertise and specimens to promote the Life Sciences to communities outside King's College and especially to local schools with which it has special links.
- The **Weston Room, Maughan Library** (Strand Campus), hosts regular exhibitions of historic Library and Archives material throughout the year. Current exhibition is ['Parkinson of the disease'](#).
- **The Bethlem Gallery** is situated on the grounds of The Bethlem Royal Hospital in Beckenham, London, and is housed in a building shared with the Bethlem Museum of the Mind. It was established in 1997 to support and exhibit artists who are current or former patients of the South London and Maudsley NHS Foundation Trust.
- The **Gordon Museum of Pathology** (Guy's Campus) is the largest medical museum in the UK and contains some rare and unique artefacts. It also hosts events and exhibitions. An artist-in-residence has been associated with the museum since 2007.

Since 2014 Science Gallery London have run four pop-up seasons, each in partnership with research staff and students and King's, to engage a range of public groups, including FREQUENCIES: Tune into Life' (2014) and 'FED UP: The future of food' (2015), Mouthy (2016) and finally BLOOD: Life uncut (2017).

For more information on other initiatives that have supported King's achieve its vision, please see the [Connecting Through Culture](#) report.

Did your doctoral training programme run Public Engagement activities before the start of the Catalyst project?

Prior to the CSF, the Researcher Development Unit in the Graduate School (now the Centre for Doctoral Studies) ran four half-day workshops: 'Introduction to public engagement', 'Developing your own public engagement activity', 'Using blogs and social media', and 'Engaging school children'. These workshops were run by Development Unit staff themselves.

The Centre for Doctoral Studies also hosts the bi-annual Public Engagement Small Grant scheme, during which students and staff can apply for ten awards of up £750 to fund a public engagement project. The funding is not attached to the training they offer, but applicants are encouraged to attend the training sessions to enhance the quality of their proposals.

During the second year of funding we took significant steps to identify what public engagement training or activities currently existed in our Doctoral Training Programmes/Centres (DTPs). This highlighted a real need for engagement support within DTPs. We have worked to address this, particularly with an emphasis on sustainable training models which extend beyond the CSF period, facilitated by Impact and Engagement Services. This has included delivering training workshops and seminars on a paid-for basis, as well as consulting on building longer term PE support into future DTP funding bids as part of our free grant-consultation service.

Were there formal structures set up to support public engagement?

Since King's moved to its new model, the four interface units provide formal structures to support public engagement with King's research. Of particular note are the Cultural

Programming Team who provide advice to academics, departments and faculties who wish to engage the public through cultural activity and collaborations, through provision of best practice guidance, templates and a centralised listings service on the Culture webpages. The Research & Education Manager in the Cultural Institute supports research collaborations between academics and the cultural sector/artists. The Policy Institute, through their Impact and Engagement Manager, also support King's researchers achieve meaningful impact through policy engagement.

A number of faculties have staff dedicated to supporting engagement. This includes Arts and Humanities (Professor Raphael Woolf, Vice Dean for External Relations; Professor Simon Tanner, Pro Vice Dean Research Impact and Innovation), Faculty of Social Science and Public Policy (Professor Michael Goodman, Pro-Dean for Innovation and Impact), Bio-imaging Division (Matthew Allinson, Public Engagement and Communications Manager), Addictions Department (Sally Marlow, Public Engagement Fellow) and Department of Twins Research (Dr Juliette Harris). Several departmental Comms Managers and Administrators supported some level of local public engagement activities. Since September 2016, a number of engagement support staff have left their posts and some remain unfilled. They include: Jenny Cook (Public and Community Engagement Manager for the Biomedical Research Centre at Guy's) who is now on maternity leave, and Jess Wade (Senior Outreach Office for the Faculty of Natural and Mathematical Sciences).

During the first year of funding one of our main aims was to bring PE support staff together, and develop some form of structured support for public engagement which would build on their previously established networks and practices. In the second year of funding we launched the [King's Engaged Researcher Network](#) in September 2016. This was being supported by the CSF funded Public Engagement Manager and the Bioimaging Division PE Manager. More recently, we have empowered additional staff & students to help deliver, shape and run the network, ensuring sustainability post CSF.

THE CATALYST TEAM

Catalyst staffing grades:

- Academic: None
- Professional:
 - Public Engagement Manager (Grade 6, 1.0 FTE)

Catalyst staffing: 1 FTE

Location of Catalyst staff:

- The Public Engagement Manager works within the Science Gallery London team on Guy's Campus, which is part of the Culture & Engagement Directorate. This post also has a dotted line into Jennifer Bardsley (Guy's Campus Research Development Lead).

How many staff have left the project during its course? None. However, the Public Engagement Manager (Dr Louise Weiss) went on maternity leave on May the 19th, 2017. Dr Jamie Dorey was brought in as maternity cover for the Public Engagement Manager role on the 3rd of May, 2017. Jamie holds a PhD in Science Communication from the CERN and the

Open University, with his project exploring the communication and engagement practice of CERN researchers and professionals.

What other resources were provided by the university? King's provided match funding to hire a Research Engagement Manager (Grade 6, 1.0 FTE) and Research Coordinator within the Science Gallery Research Coordinator (Freelance, circa 2 days per week). The Research Engagement Manager post was filled in March 2017 by Stephen Roberts (previously of the Natural History Museum with over 20 years of public engagement experience). This post is part of the Research Management and Innovation Directorate, reporting into Jennifer Bardsley (Guy's Campus Research Development Lead). The positioning of this role within the Research Management and Innovation Directorate provides a central location within King's. The post was instrumental in the set-up and continued evaluation of a sustainable business model for Engagement Services, in collaboration with the CSF-funded Public Engagement Manager, Grant Management Teams and Research Development Managers.

The Research Coordinator was a new post in year 2 of the CSF. The post was taken up by Georgie Ariaratnam (who also works part-time at the Science Museum) in March 2017. Georgie works within the Science Gallery London team, reporting into Jen Wong (Head of Programming), and with a dotted line into the CSF funded Public Engagement Manager. This post aims to maximise the opportunities for researchers to gain public engagement experience during Science Gallery's BLOOD season in 2017.

CHANGES TO THE UNIVERSITY DURING THE PROJECT

Were there any changes to institutional structures – such as re-organisations of faculties and departments – that affected the project?

Were there changes to senior staff associated with the project?

Deborah Bull - previously Director, Cultural Partnerships - was appointed Assistant Principal (London). In this role, Deborah now leads on the development of the university's external engagement profile within London, maximising the potential of King's location in the heart of the city to create opportunities for the university and the communities around us and positioning King's as integral to London's health and success. Working across all areas of King's, she has overall responsibility for strategic interactions with London's institutions, agencies and organisations and specific responsibility for leading on the university's collaborative activities and partnerships with the cultural sector.

Were there any unexpected changes that affected the development of a supportive culture for PER? Delays to staff hires hindered some of the proposed work. The hire for the Research Engagement Manager position was delayed by several months, being filled in March 2017. A Freelance Evaluator for the SGL Blood season was due to be hired in May 2017. However, this was delayed and the role was eventually filled in early September, 2017. This role is designed to further embed evaluation into the Science Gallery London seasons through the development and implementation of an evaluation framework that can

be easily adapted and deployed across all future exhibits. The framework is being developed and trialled within the Blood season.

OUTLINE OF THE STRATEGIC PRIORITIES FOR OUR CATALYST SEED FUND PROJECT

In the business case for the CSF continuation we highlighted four strategic priorities in our Logic Model:

- 1. To roll-out Impact and Engagement Services using a targeted approach, and aligning it with other impact support providers at King's, in order to determine its self-sufficiency as a small research facility.**
- 2. To evaluate the impact of Impact and Engagement Services and Science Gallery on the engagement culture at King's.**
- 3. To hone our longer term strategy for Impact and Engagement Services through consultation with key stakeholders, and to gain buy-in from senior figures.**
- 4. To deliver key parts of the Impact and Engagement Services roll-out strategy, in order to take significant steps to advance our progress in embedding an engagement culture at King's.**

3. DISTINCTIVENESS OF THE PROJECT

From the very start of the award it was clear that we couldn't follow the same approach as many of the other Catalysts. King's central Public Engagement Unit had been wound down and their function replaced by specialist interface units focussed on specific forms of engagement. So, instead of a story about orchestrating a university-wide strategy or programme of activities, ours is a story about initiating a grassroots movement - embedding public engagement within research and wider strategies from the bottom-up.

The CSF award coincided with a period of great opportunity at King's - the university was going through an exciting period of transition, and was on the brink of major change. Consultation was underway to develop a new 10 year strategy and vision, emphasising our 'service to society'. In line with this, over the past few years King's had been investing in a range of new initiatives to enhance the impact of research on society, culture and the economy (the Policy Institute, Culture, Commercialisation Institute, and Entrepreneurship Institute). King's had also invested in a new initiative which held the potential to engage hundreds of thousands of members of the public with research at King's - Science Gallery London. The CSF provided an opportunity to maximise the potential of Science Gallery London to develop the engagement culture at King's, supporting the university achieve its commitment to engagement set out in its vision and associated strategies.

By placing the CSF-funded Public Engagement Manager within the Gallery team, along with Impact and Engagement Services, we positioned ourselves within a team with a range of public engagement expertise and, perhaps most valuably, a network of freelancers and

creative professionals, along with a new physical space and high-profile brand. Similarly, the match funded Research Engagement Manager was positioned within the Research Management and Innovation Directorate, ensuring close working relationships with existing Research Development Managers across the university and a central position within King's, embedding engagement within the research management process.

Through Impact and Engagement Services and partnership with Science Gallery London and the wider Culture and Engagement Directorate, we are able to offer solutions to the typical barriers to public engagement that researchers regularly highlight². Specifically, Impact and Engagement Services set out to tackle issues over a lack of time to do public engagement, difficulties finding audiences and funding issues by helping to broker partnerships with relevant public engagement professionals, aid in the development of public engagement strategies at the early stage of grant development and provide clear costings for public engagement that can be built into grants. We also hoped that collaborating with professionals would develop researchers' understanding of public engagement, as well as their practice and confidence, through a process of experiential learning.

Through this approach our aim was that public engagement would become consolidated as a fundamental part of the research culture at King's, engaging with the senior leaders to further embed within policy, practice and strategy, with a thriving community of engaging researchers.

² See [Wellcome Trust's Factors Affecting Public Engagement by UK Researchers](#)

4. OUTPUTS, OUTCOMES & IMPACT AND LESSONS LEARNED

We have summarised our activities, outputs and impacts in relation to the four strategic priorities outlined in the Logic Model within the continuation business plan:

1. To roll-out Impact and Engagement Services using a targeted approach, and aligning it with other impact support providers at King's, in order to determine its self-sufficiency as a small research facility.

Through the second year of funding, we continued to build Impact and Engagement Services (IES), develop its Business Plan and further connect with other impact supporters at Kings. The work done in these areas throughout the CSF has proven that IES can be a self-sufficient Small Research Facility. This has included:

Targeted promotion to researchers across King's, increasing volume of consultations

Across the second year of funding, there was a significant increase in volume of one-on-one consultations. A total of 97 consultations³ have now been carried out, with over £750,000 costed in specifically for public engagement. This increase in volume has been helped through the continued role out of the IES communication plan, taking both a top-down and bottom-up approach.

While the initial promotion of IES was from the bottom-up, presenting directly to researchers at Faculty, Department and School level meetings, the hiring of the Research Engagement Manager in the second year of funding, and their positioning in Research Management and Innovation Directorate, allowed stronger links to be built with research management teams. In particular, relationships with the eight Research Development Managers across King's has provided 21 direct referrals, allowing us to connect with researchers at the early stages of grant development. As such, the number of presentations directly to staff dropped towards the end of the CSF project, as demands for consultation increased. Despite this, 28 presentations (at Faculty, Department and School level) reaching 840 research staff and students directly were still carried out over the second year of funding (a full breakdown of presentations, training sessions and numbers reached is presented in Appendix A).

With the additional staffing, considered efforts were made in the second year of funding to increase IES reach outside of the Health faculties and into Arts and Sciences. This has been reflected in the breakdown of consultations carried out by IES during this period, with Figure 2 showing the increasing support for researchers in the Arts and Sciences. Table 1 shows the total number of consultations per faculty. While it still looks heavily weighted towards Health, this is in line with the research portfolio of King's, with over 80% of research grants held in the Health faculties (as demonstrated in Figure 1 in context section). This breakdown does, however, reveal we are yet to consult with any researchers from the King's Law School, something we are looking to rectify in the coming months.

³ A KPI of 50 consultations was set within the CSF Continuation Business Plan. Having 2 FT staff in the second half of the year allowed us to almost double our target.

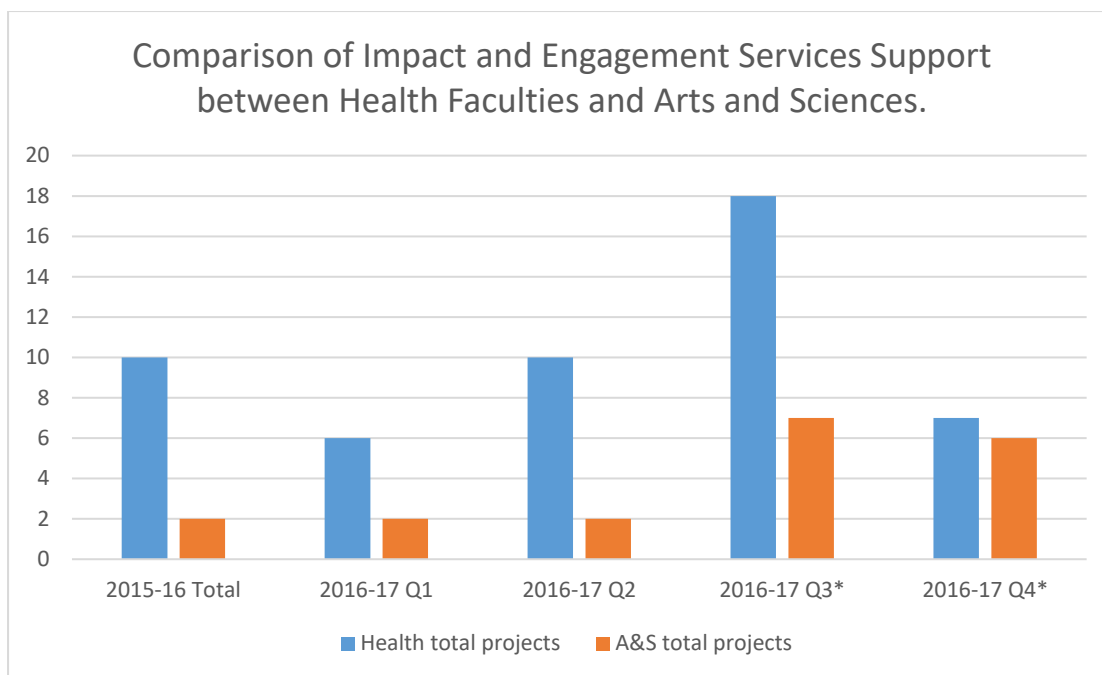


Figure 2: Number of consultations with Health vs Arts and Sciences faculties per academic quarter.

Health Faculties	% of total consultations
DI	3%
FoLSM	47%
FNFNM	5%
IoPPN	18%
Total	73%
Arts and Sciences Faculties	
% of total consultations	
A&H	13%
SSPP	4%
Law	0%
NMS	9%
Total	26%

Table 1: % consultations per faculty across the CSF. Note consultations were also had with external researchers and King's Health Partners, making up the missing 1%

Key learnings: While presentations directly to researchers were useful in the beginning of the CSF project, raising awareness of IES and PE more broadly, it's a more time consuming and less efficient process. The integration of IES within the Research Management and Innovation Directorate at Kings has significantly enhanced our reach into the research community through direct connections with the eight Research Development Managers. While the benefit of wider presentations should not be ignored, we would recommended establishing such links at an earlier stage of the process if this model is to be replicated in other HEIs.

Connecting IES with other Impact Supporters

Building on from the informal 'Impact Catch-ups' established during the first year of funding, a formal 'Impact Network' has now been established, bringing together a range of Professional Service staff and Faculty Vice-Deans for impact (see Appendix B for a list of

founding members, including roles and responsibilities). The current network includes over 23 professional services staff from more than 13 departments, as well as three faculty Vice-Deans for impact, bridging the gap between academics and professional services. Meeting quarterly, a total of four meetings were held across the second year of funding, each meeting attended by over 20 individuals.

Through this network and continued strengthening of relationships, we have been able to sign post researchers to the other impact support providers within King's. This has led to IES collaborating with other impact support providers on 21 grants, some with multiple collaborators (see Table 2).

Impact Support Providers	Number of collaborative applications
Policy Institute	11
Widening Participation	3
King's Maths School	1
Press Office	1
Commercialisation	1
Cultural Institute	2
Multiple Collaborators	2
Total	21

Table 2: Number of collaborative applications with other Impact Support Providers across King's. Our KPI outlined in the Business plan was 10

With the formalisation of the Impact Network, and the inclusion of Vice-Deans for Impact, the Network now has a direct line into the College Innovation Committee, helping us connect with the most senior figures in the university. The Research Engagement Manager was appointed to this Committee, ensuring engagement is discussed at the highest level. The Impact Network also held discussions with the leads for King's Vision 2029, Research Strategy and Service Strategy, ensuring PE was considered within the universities top-level priorities.

Key learnings: Connecting the various impact support providers at King's during the CSF has proven extremely valuable to the operational running of IES, and the value placed on public engagement with research as a means to create impact. Connecting with such support staff places public engagement alongside King's core support mechanisms, ensuring it is valued amongst these individuals. Getting such individuals 'on-side' is as important in itself in changing the culture around public engagement with research across the university. Building such relationships should not be overlooked. Collaborating with support providers on specific grants has further strengthened relationships initially built through this network. The Impact Network now functions independently of the CSF staff and is set to continue post-CSF.

2. To evaluate the impact of Impact and Engagement Services and Science Gallery on the engagement culture at King's.

Throughout the CSF, we have ensured there are systems in place to routinely measure researchers understanding of, and attitudes towards, public engagement, allowing us to trace any changes brought about through our various interventions. This includes building an evaluation process into grant consultations, training programmes and Science Gallery London seasons, as well as retaining versions of pathways to impact statements for analysis.

Tracing changes in researcher's understanding & value of PE and impact.

Irwin's (2008) orders of thinking and Grand *et al's* (2016) coding schemes were used as an initial framework for evaluating participant's initial thinking of public engagement. Researchers discourse around public engagement was assessed through systematic investigation of survey data and draft pathways to impact statements. Across the CSF, 99 surveys were completed and analysed. This included 45 pre-consultation entry forms, 18 researchers involved in Science Gallery seasons and 36 registration surveys for PE training sessions, such as Collaborate and Engage. Surveys contained a mixture of qualitative and quantitative questions, including multiple choice '*What public engagement experience have you had in the last 12 months*' and open answer question '*What do you think the benefits of engaging the public with your research are (if any)?*'. These questions were consistently worded ensuring reliability across different surveys.

Content analysis was also performed on 24 pathways to impact statements, 12 original drafts and 12 submitted versions, allowing direct comparisons pre and post intervention to be made. Key findings included:

1st order conceptualisation of PE dominated pre-intervention

As described, 99 baseline surveys were carried out with researchers. Responses to the qualitative questions were initially coded within Grand *et al's* (2016) coding framework, before a more inductive approach was used, letting additional codes appear through deeper analysis. Each benefit was coded individually, as multiple responses were often given. As such, 142 statements were coded. Percentages have therefore been calculated against the total number of statements analysed (n142).

Table 3 shows researchers' thoughts on the benefits of public engagement outlined pre-intervention. While a wide range of benefits were put forward, the majority of responses highlighted educating/increasing public understanding as the primary benefit of PE (18%, n25). This was closely followed by other 1st order characteristics, such as communication/dissemination of research (14% n 20) and raising awareness (13%, n19).

"Opportunity to explain my research to a non-specialist audience"

"Engaging the public with my research will give me the opportunity to increase awareness"

While the majority of responses indicate first order thinking, there were some encouraging signs. A number of responses (10%, n14) indicated PE could improve research in some

way, with 'including additional perspectives within the research' also seen as valuable. However, it was clear 1st order thinking dominated.

Code	Example Benefits Quoted	Total	
Educate/increase understanding	"makes the public knowledgeable of my aims"	25	18%
Communication/ Disseminate findings	"Aids wider dissemination"	20	14%
Raise awareness	"opportunity to increase awareness"	19	13%
Improve Research	"improves quality of work researchers undertake"	14	10%
Dialogue	"opens a two-way dialogue, potentially with those of whom the research may directly impact"	10	7%
Increase Enthusiasm	"inspiring young people to enter science and breaking the stigma that it is "hard"'"	9	6%
Included other perspectives	"Input from a wide variety of affected people in discussions"	9	6%
Influence	"Shaping public debates, and so providing a route to foster uptake of evidence in to broader policy processes"	5	4%
Access to people/participants	"Engaging the public may increase participation in our research projects"	6	4%
Show impact	"opportunity for scientists to impact the society"	6	4%
Funding	"advertising the work we do for future investment"	4	3%
Requirement of funders	"It definitely seems important for BBSRC"	4	3%
Obligated to	"If the research is funded by the taxpayer, then they have the right to know what research is being done"	3	2%
collaborate	"collaborating to produce new outputs from the research"	3	2%
Enjoyed	"Personally motivating to hear people express interest in the subject"	3	2%
Remain accountable	"Preventing disconnect between scientists and wider public"	1	1%
Develop skills	"strengthening the communication and teaching skills of the researcher"	1	1%
		n142	100%

Table 3: The benefits of public engagement identified by researchers pre-intervention.

We are, however, careful here not to underestimate the value of such one-way, first order approaches, and some audiences' preference for 'learning' rather than 'engaging'. Yet, as outlined in RCUK's guidelines for including public engagement as a pathway to impact, such engagement should go beyond communication/dissemination and aim for dialogue/ collaboration.

Consultations leading to conceptual development within researchers

Following consultations, once applications had been submitted, researchers were surveyed again to measure any changes in understanding of, and attitudes towards, PE. A total of 18 post-consultation surveys had been completed by the end of September.

When asked the multiple choice question, '*Working with ES has...*', eight of the 18 researchers selected "*made me aware of the broader range of benefits from PE*" (Figure 3). This was reinforced in the analysis of responses to open ended questions within the survey. Using the same coding framework used to analyse responses in pre-consultation surveys,

we repeated the open ended question 'What are the benefits of engaging the public with your research (if any)'. A total of 43 responses were coded. Results show a shift away from the typical 1st order benefits initially given, with certain codes, such as 'communication/disseminating findings' down from 14% to 2%. Additionally, researchers appeared to further recognise the benefits PE can bring to the quality of research after consultation.



Figure 3: Responses to the multiple choice question 'Working with ES has...'

Code	Totals	%
Improve Research	7	16%
Educate/increase understanding	7	16%
Raise awareness	5	12%
Increase Enthusiasm	4	9%
Dialogue	4	9%
Included other perspectives	3	7%
Obligated to collaborate	2	5%
Show impact	2	5%
Develop skills	2	5%
Communication/ Disseminate findings	1	2%
Funding	1	2%
Requirement of funders	1	2%
Access to people/participants	1	2%
Influence	1	2%
Enjoyed	0	0%
Remain accountable	0	0%
Total	43	100%

Table 4: Benefits of PE highlighted by researchers post-intervention

Along with a greater understanding of the potential benefits of PE, researchers reported greater awareness of the types of PE activities available. This is once again supported by

the narrow range of activities researchers had been involved in prior to intervention compared to the scope of activities built into pathways to impact statements after consultation (see next section).

“Better overview of possible activities, importance of being specific in activities”

“ES allowed [me] to more clearly envisage practical ways to engage the public”

While this is a relatively small sample, concrete conclusions are hard to draw, this is still a positive sign of the impact consultations are having an impact on researcher’s conceptualisations of PE. We believe this down to the nature of the consultation process. More than a quick chat about their pathways to impact statements, we have come to think of it as less of a consultation and more of a mentoring process. We will often spend a number of hours working on a single grant, helping refine aims, identify relevant beneficiaries, approach partners, develop costings and review multiple versions of pathways to impact statements. This process has been captured within our case study (See Case study One).

Going forward we will continue to monitor researcher’s responses post-consultation and hope to make more statistically significant conclusions soon.

Consultations leading to significant improvements to pathway to impact statements

Under the premise that language and practice are intrinsically linked, language used within pathways to impact statements is telling when it comes to researchers valuing of PE and their commitment to practice.

Results from the multiple choice question exploring practical experience of PE pre-intervention showed that 1st order thinking was reinforced by 1st order practice, with 45% (n45) of respondents having only ‘given a public lecture/talk’. 11% (n11) reported having no experience in public engagement.

With consultations introducing researchers to additional ways of engaging audiences, analysis of pathways to impact statements revealed a greater range of activities being built into grants, amongst other noticeable trends. Table 5 shows trends in the 24 pathways to impact statements analysed before and after consultations. As shown, while respondents would initially outline fairly one-way, typically first order style activities with associated aims, significant changes were seen after consultations. One of the most significant changes was the appropriate costings for impact activities, enabled by our Menu of Services (attached with this report).

“Most importantly, not to be afraid to ask for resources in grant applications to enhance and professionalise planned engagement activities”

Feedback from researchers also reported consultation with IES had improved their applications, with 89% (n16) feeling that IES had enhanced the quality of their research, and 61% (n11) of these saying it had been enhanced significantly.

Reviewer feedback gathered has also revealed positivity towards the impact activities built into grants IES has supported, even in those applications that were unsuccessful. We have not been made aware of any negative feedback from reviewers.

“The proposed impact activities are very impressive. These activities are educational and even fun, and the investigators are to be applauded for their efforts in this area. These outreach activities show a strong dedication to public engagement.”
(Reviewer feedback from an unsuccessful MRC grant application)

“There is planned a very interesting and innovative public engagement exercise planned. I would hope that this element would not be sacrificed if the rest of the project ran short of resources or time!” **(Reviewer comments from a successful NIHR grant application)**

While such feedback goes some way to reinforce the work IES has done, we also hope such feedback, especially within unsuccessful grants, from reviewers will reinforce the value of PE within King’s researchers.

Overall, there was a 100% satisfaction rate (n18) from researchers surveyed, with 94% (n17) very satisfied.

Impact of grant consultation	Details of change	
	Prior to consultation (original draft)	Post consultation (submitted version)
A more targeted audience (with a greater range of audiences considered)	75% (n9) of applications referred to ‘the public’ or ‘general public’ prior to consultation, with 33% (n4) identifying no further audiences. The other 5 mentioned ‘school children’ or ‘young people’ as an additional audience alongside with general public.	No applications had ‘general public’ as primary audiences after consultation. Audiences were detailed with a range of criteria, e.g. interests, demographics, geographical location etc. A more varied range of audiences were included in the applications overall.
More clearly defined aims and discussion of impact	83% (10) mentioned only 1 st order aims for their engagement activities, with terms such as ‘dissemination’, ‘understanding’ and ‘increase interest’. Only 2 indicated dialogue or collaboration as aims of their engagement.	Significant change in the language used in setting out their aims. 92% now include 2 nd order aims around dialogue and collaboration.
A greater range of engagement activities	Posters/newsletter/ press releases and journal publications were the most common activities outlined for ‘informing the public’ (n6) Three applications included activities often associated with widening participation (e.g. lab tours, summer schools).	A much more diverse range of activities were being built into grant applications, showing greater consideration of the audiences’ needs.
A clearer understanding of what ‘impact’ is (more aligned to definitions from RCUK and REF)	Five applications referred to academic beneficiaries in the Pathway to Impact statement, with significant space often dedicated to such beneficiaries.	In most cases academic beneficiaries were moved to the appropriate section. However, some kept it in the pathways to impact, citing space constraints in other, more appropriate, sections.
Increased internal collaborations	Researchers did not capitalise on opportunities available to them at King’s which could extend the reach, quality and impact of their engagement work. Only three applications had identified possible internal collaborators.	Researchers developed partnerships with internal departments (e.g. Policy Institute, Widening Participation, Science Gallery London and Marketing), capitalising on the expertise within these teams to raise the quality and feasibility of their proposal.
Increased external collaborations with PE experts	While researchers would identify collaborators that would help them reach their audiences (predominantly schools), none included external PE experts to help improve quality or impact.	Researchers built in a range of external collaborators to reach new audiences, gain expertise, develop their skills and extend their networks.

Professionalisation of engagement practice	Researchers attempted to deliver all aspects of the proposal even when lacking in the relevant expertise or prior experience. Researchers were unaware they could, or should, include funds in their application to bring in professional support.	Researchers built in appropriate funding to partner with professionals who would bring in significant expertise and resources to enhance the quality of the proposed work, for example dedicated Public Engagement Co-ordinators to co-develop and co-deliver activities, arts practitioners, designers and consultants.
A more realistic consideration of budgets and the confidence to build appropriate funding for engagement into the grant application	Five applications included costs, primarily for printing costs or website development, totalling just over 15k.	Public engagement activities were realistically costed into the grant to ensure the proposed activities were feasible and at an appropriate scale to the research programme, taking into account any partner fees and also building in appropriate contingencies (5-10%).
Plans to capture impact	None of the applications had laid out plans as to how they will evidence any impact they have.	While clear strategies were still missing, commitments to evaluate had now been made in over half of the applications.

Table 5: Analysis of pathways to impact statements pre and post consultation

Key Learnings: The baseline findings were of little surprise and were very much in line with similar results from other studies (see Jensen & Holliman, 2009; Grand *et al.*, 2015; Wellcome Trust, 2014), and while sample size may not be big enough to draw meaningful conclusions, the evidence is growing that IES is having an impact on researchers conceptualisation of PE and associated practices. We are currently tracing the further long term impact of our interventions as grants get funded and impact activities begin. Unfortunately, due to the lag time of grants being funded and the research starting, we have little data to report on this aspect, with only six long term follow up surveys completed. We do, however, have procedures in place to continually track research development. We hope we will see in the practical application of PE plans another shift in researcher's conceptualisation of, and capacity for, PE.

Capacity changes though Training

While aims to change participant's conceptualisation of PE were also present within our training programmes, their primary aim was to develop skills associated with PE that would also translate to life outside of academia. This is best highlighted through our Collaborate and Engage training programme, a 5 part, hands on course involving 24 researchers, requiring them to apply for funding to develop and deliver a PE activity, in partnership with one or more creative professionals, based around their research (more information on the course can be found in the attached evaluation section). The Public Engagement Lens on the Researcher Development Framework was used to assess the key transferable skills developed through this course, outlined in Table 6.

Domain A: Knowledge and Intellectual Abilities	How does Collab and Engage support development in this domain?	Example quotes from participants
(A1) Knowledge base	Improved theoretical understanding and practical application of Public Engagement techniques	<i>"The collaboration with two independent artists made us realise how many different approaches can be taken to pursue the same objective"</i>
(A2) Cognitive	The importance of evaluation	<i>"This interdisciplinary collaboration expanded</i>

abilities	was reinforced throughout the course, with help and guidance provided.	<i>and enriched our lateral thinking approach, an aspect that stands normally out of a scientist's comfort zone"</i>
(A3) Creativity	Collaboration with creative individuals puts creativity at the core of the project. Thinking what would be suitable for their audience.	<i>"Determining how to effectively package the information in a way that is both accessible and intriguing." "Working with a project team from different research areas provided a wealth of ideas and resources for use in the project and loads of great ideas that individually we may not have come up with"</i>
Domain B: Personal Effectiveness		
(B1) Personal Qualities	The collaborative process requires a great deal of dedication and perseverance.	<i>"Perseverance, self-confidence, responsibility, etc. are all critical to carrying forward the C&E project past the inevitable setbacks and challenges encountered"</i>
(B2) Self-Management	Balancing the course against research commitments requires effective time management.	<i>"In order to successfully participate, while also keeping on top of your own research work self-management is clearly important"</i>
(B3) Professional and Career Development	Being introduced to, and working with, artists and other cultural produces creates network that participants would otherwise not have	<i>"It has been great for helping me make contact with artists and create a network I would not otherwise have been able to"</i>
Domain C: Research Governance and Organisation		
(C1) Professional Conduct	Working with various groups, including school groups, introduces participants to legal requirements	<i>"The first stage of our project delivery involved interaction with school children, so this in particular helped develop professional conduct and governance in terms of learning the process for organising DBS checks, and the training that accompanies this."</i>
(C2) Research Management	Planning and delivering their activity	<i>"While I have previously given a number of talks and delivered technical workshops, I have rarely been on the organising side of the table"</i>
(C3) Finance, Funding and Resources	Developed accurate project costings. Responsible for project budget throughout.	
Domain D: Engagement, Influence and Impact		
(D1) Working with Others	Collaboration is at the heart of this course	<i>"Being involved in this project reminded me how valuable it is to work with people with different disciplinary backgrounds, strengths, skills and knowledge-bases"</i>
(D2) Communication and Dissemination	Requires the use of multiple communication channels	<i>"Utilizing different channels of communication worked for us – founded on initial face-to-face</i>

	and regular contact be kept with project teams.	<i>and extended informal and convivial conversations, but then moving to online formats when moving into the generative phases and to facilitate high levels of interactive co-authorship and co-editing”</i>
(D3) Engagement and Impact	Clear understanding of what public engagement involves. Better able to identify and approach relevant audiences,	<i>“We understood better how to identify the aims and target audience of a public engagement project”</i>

Table 6: Skills developed through the Collaborate and Engage course

As expected, the biggest increase in skills were reported in Domain D, Engagement Influence and Impact, but additional benefits were reported across all domains.

Key Learnings: The collaborative aspect of the course, forming project teams made up of diverse researchers and artists, was seen as the most valuable aspect of the course. Participants readily acknowledged the benefits of working with those outside their academic disciplines in terms of new creative approaches and ways of working, but also in a practical sense, with multiple people on hand for development and delivery.

“Working as a team with people outside of your immediate discipline broadens perspectives and opens your eyes to concepts that you might not have considered before – our project definitely benefited from this.” (True Talk)

“We all found collaborating an intensely enjoyable, stimulating and stretching process, bringing together our different perspectives and methodologies and finding a working pattern and creative agenda that worked for the team as a whole.” (Inside Rhythms)

“When faced with a project with many moving parts, it is always useful to have the support of a great team. In addition to this more practical aspect of collaboration, working with other researchers from other disciplines has been a very valuable experience. While they may not have the same technical background to discuss the proposed concepts in detail, they bring their own experience in research and how insight into how unfamiliar ideas can be communicated.” (Growbotics)

Overall the course was shown to be a success, with the collaborative element playing a big part in developing the transferable skills we hoped participants would. This course is being run again in 2017/2018 academic year, open to researchers of all levels. The previous cohort will be returning throughout the course to assist in its running, using their experiences to mentor and guide the new group.

EDGE Tool Analysis

The National Coordinating Centre for Public Engagement’s EDGE tool has been used to evaluate the PE culture at King’s for the past five years. This has provided a traceable timeline of change within the university. Additional details for each EDGE category, including graphical representation of the changes across time, is included in the attached Evaluation Report. Key highlights are included here.

Category	2013	2015	2017
Mission	D	E	G
Leadership	D	E	D
Communication	D	D	D
Learning	D	G	G
Recognition/reward	D	E	G
Support	D	D	G
Students	D	E	D
Staff	D	D	G
Public	D	G	G

Table 7: EDGE tool progression from 2013-2017.

The EDGE tool was first used in November, 2013, during a NCCPE/ King's Senior Management Meeting. As shown in Table 7, King's was viewed as developing (D) at each category. When reassessed in 2015, before the start of the CSF, in some notable cases (mission, leadership, reward and students), areas had dropped to Embryonic (E). This was a fairly transitional period for King's, with the Public Engagement Unit being wound down and the focus turning to specialist interface units facilitating specific forms of engagement. While external engagement continued during this time, there seems to be a perceived drop in support for PE amongst the wider King's community.

The final review using the EDGE tool was carried out in September/October 2017 with a mixture of CSF staff, King's senior management and researchers of all levels (see Table 8 for a breakdown of reviewers). This more systematic review, with representatives from all areas of King's, ensured multiple views and opinions were taken in to account. Due to the limited experience some researchers had with public engagement, a proportion only felt comfortable feeding back on specific questions (such as support, recognition, and opportunities for staff/students), focusing their answers to their own faculties/departments.

Taking an average of all responses, a number of King's wide improvements have been made across the two years of the CSF. However, the previous devolving of PE responsibility to Faculty/Department level has created pockets of excellence in PE, such as in Biomedical Engineering, with other faculties yet to fully seize responsibility. While the CSF has gone some way to re-balance this, particularly around Support and Recognition, effects are still being felt come the end of the CSF project. Key elements from the EDGE tool analysis:

Faculty	Senior Management	Number of Researchers
Arts and Humanities	1 (Vice-Dean for Impact)	2
Dental Institute	0	2
Institute of Psychiatry, Psychology and Neuroscience	0	10
Faculty of Life Sciences and Medicine	2 (PE managers)	15
Dickson Poon School of Law	1 (Vice-Dean for Impact)	0
Natural and Mathematical Sciences	0	7
Florence Nightingale Faculty of Nursing and Midwifery	0	4
Faculty SSPP	1 (Vice-Dean for Impact)	3
Business School (School only launched in November 2017)	0	0
CSF Staff	3	

Table 8: Breakdown of EDGE tool reviewers across faculties

Mission: On average, King's commitment to PE outlined in Strategy and Vision documents was seen as somewhere between developing (D) and gripping (G), a rise from embryonic (E) at the start of the CSF. While an institution wide public engagement strategy was not developed within the CSF, a commitment to this has been made within the King's Research Strategy Action Plan, 2016 and the emerging Service strategy will also address this. IES is continuing to champion a PE strategy, and would be well positioned to support its development.

The new King's Strategic Vision 2029, released in January 2017, outlines King's commitment to continue/develop the contribution it makes to society. While this document doesn't specifically reference Public Engagement, Civic Engagement is at its core. This use of language seemed to cause some confusion with reviewers when were asked to score this element, with many seeing Civic Engagement as something separate from PE. Yet, as the NCCPE outlines, Civic Engagement can be seen as the same family as PE. As such, King's Strategic Vision 2029 should be seen as gripping (G) with clear commitments to such engagement in the strategy. For example, Strategic Priority 3, Serve to Shape and Transform includes 5 steps, such as to 'Formulate a civic engagement programme...' and 'Make a tangible difference to the wellbeing, health, culture, security and prosperity of the local and international communities with which we engage'. Strategic Priority 4, King's and London, is for King's to become a 'Civic University at the Heart of London', with steps to 'Develop and maintain mutually beneficial relationships in King's home boroughs through a coordinated programme of civic engagement'.

Additional, King's Research Strategy, launched in December 2016, places an emphasis on increasing impact of research, with a specific drive to increase impact through meaningful public engagement. As the strategy outlines "Encouraging and enabling the public to engage with research outputs will be a key priority and public engagement will be the subject of

refocused energies within King's. We will strive to become a more porous organisation, encouraging our researchers to engage with external stakeholders and vice versa. We will improve our online presence and reach to allow partners (existing and potential) to engage more easily with King's". Such a commitment provides a strong foundation for the continuation of much of the work done within the CSF and to bring about further cultural change.

Leadership: Leadership was once again a mixed area, with informal champions identified in certain departments/faculties, but absent in others. As such, this category scored as developing (D) an increase from embryonic (E) in 2015. As described in the CSF Business Plan, Deborah Bull and Chris Mottershead have acted as senior champions, but additional formal champions have not been established. There are, however, additional individuals, such as Johnathan Grant, VP Service, and Reza Rezavi, VP for Research, who were highlighted as champions of PE by those questioned.

Recognition: Seen as embryonic (E) in 2015, recognition has improved over the course of the CSF to Gripping (G), largely down to the new 'Innovations Promotional Pathway' introduced in 2016- 2017, which includes public engagement as a route to promotion. All senior management across faculties were aware of this pathway and were prepared to push this within their faculties. However, not many researchers spoken to through the EDGE tool were aware of this. The pathway itself was championed by Kings CSF PI, Chris Mottershead and requires applicants to evidence their impact through innovation, reinforcing the need for meaningful evaluation and recording of activities. Within 2016/2017 academic year two researchers applied for promotion through this pathway, with both successful. Applications are expected to grow as the pathway is promoted. As awareness increases, this category could well be considered Embedded.

Achievements in external engagement were also recognised through King's Awards. With a previous award for '*Most Significant Contribution to Public Engagement*', this has been replaced by a series of specific engagement awards in line with King's strategic vision. These include '*Most outstanding commitment to London and local communities*' and '*Most significant contribution to serving the needs and aspirations of society*', while "*Most significant commitment to widening participation or social mobility*" and *Excellence in innovation and impact* continue from previous years.

Support: The creation of IES has significantly improved the support available for all researchers across King's, although this service doesn't have formal responsibility for PE. While support was previously provided at a faculty/department level through impact leads or PE managers, where present, IES now provides a consistent, high quality advice to researchers in all faculties. This is important given the limited resources available for researchers in some departments. Support is now seen as Gripping (G).

Students: Opportunities for students to get involved with PE has increased over the CSF period. The newly named Centre for Doctoral Studies continues to offer five separate training courses around public engagement and encourages attendance for all students. At faculty level there are further opportunities seen, with additional training and support for students at all levels. The Science Gallery mediator programme also gives students practical, paid, hands on experience with public engagement during the seasons. This induction of new mediators includes a training component. Within the Blood season, ten students were given paid roles as mediators, engaging the public with the various topics

explored through the season. Due to the theme of the season, the majority of these students were from the health sciences. The rest of the mediator pool was made up of young people from our target audience.

3. To hone our longer term strategy for Impact and Engagement Services through consultation with key stakeholders, and to gain buy-in from senior figures.

Half way through the CSF project, a stakeholder mapping exercise was carried out to identify any and all individuals/groups within King's who IES should connect with for strategic and operational purposes (Stakeholder map included in Appendix C). Those connected with have helped shape IES's long term strategy and support operational functions. This has resulted in the development of a business plan for IES.

Development of Impact and Engagement Services Business Plan

The Research Engagement Manager began development of a Business Plan for IES in the second year of funding, providing short term and long-term forecastings and setting out long term goals. While the first year of IES provided a useful proof of concept, and the confidence to expand the service to support more researchers in more departments at King's, sustainability was proven in the second year of funding. We are now confident this activity can become a self-sustaining function, making a modest net-contribution in the medium-term.

- **Long Term Goals of Impact and Engagement Services**

Within the Business Plan a series of SMART goals have been set out that will capture the progress towards our overall objectives. These are outlined below.

Objective 1. Increase research impact through public engagement

Measure 1: Number of grant proposals and awards with high quality public engagement costed in

Date	Goal
2017/18	a) 8 awards and b) 80 submissions for projects >£150k
2018/19	a) 10 awards and b) 100 submissions for projects >£150k
2019/20	a) 15 awards and b) 150 submissions for projects >£150k
2020/21	a) 18 awards and b) 180 submissions for projects >£150k
2021/2022	a) 20 awards and b) 200 submissions for projects >£150k

Across the 2016/2017 academic year there were 17 awards from 39 submissions for projects over > £150k. In Q1 of 2017/2018, we are already ahead of submission rates from the same period last year (13 vs 5), indicating we are on track to meet our initial target. The 10% success rate initially applied here will be reviewed, with current levels closer to 30%.

Objective 2. Grow links between SGL and King's research community

Measure 2: Total number of King's researchers involved in SGL programmes

Date	Researchers to be involved
2017/18	70
2018/19	150
2019/20	150
2020/21	150
2021/2022	150

Across the Mouthy and Blood seasons, 48 researchers (including research students) were involved either in direct collaborations with arts to produce installations or within events (running workshops, podcasts etc.). Ten additional King's students were paid mediators within the Blood season.

While these numbers are partially low because of the relatively small scale of the pop-up seasons compared to those possible when Science Gallery London opens, there is still work to be done to improve the links between King's researchers and SGL programmes. IES has already begun targeting researchers relevant to future seasons, with two research grants costing in elements of SGL seasonal programming within their pathways to impact. 35 other grants have costed in involvement in SGL non-seasonal programming. All of these will be funding dependant.

Objective 3. Establish sustainable funding model for ongoing IES and an income stream for King's

Measure 3: Total funding for public engagement activity from awarded research grants

Date	Funding for PE in awarded researchers grants
2017/18	£177k
2018/19	£226k
2019/20	£346k
2020/21	£423k
2021/2022	£479k

From the 17 research grants awarded in 2016/2017 so far, over £110,000 has been awarded for PE as part of researchers pathways to impact. With over 600k from PE elements still to be allocated from grants without funding decisions, we are again on track to hit our initial 2017/18 quote. However, these figures were based on 2 FT roles, and while the Research Engagement Manager position is guaranteed for 2 years, the Public Engagement Manager role is due to end in June 2018. Numbers may have to be amended to account for the capacity of a single member of IES. King's have, however, committed to increasing staff levels with SGL, including a full-time Research Coordinator and Events Programmer role who will work closely with the research community. While these roles may not be supporting grant development specifically, this staffing increase does reflect King's commitment to external engagement.

Measure 4: Net cost/contribution of IES

Date	Net Cost/contribution of IES (with a 3% surplus on PE element)
2017/18	-£75k
2018/19	-£67k
2019/20	-£47k
2020/21	-£35k
2021/2022	-£25k

The annual costs for running IES are in the region of £105k (based on full costs of two staff), but the potential to drive additional income for King's is significant. With over £16k recouped from 17 research grants for IES so far within 2016/2017. These recoups are relatively low as

the total overheads for running IES as a Small Research Facility were only established towards the end of the first year of funding. As such, future grants will have significantly higher return rates (full financial forecasting can be seen in Section 5, Sustainability).

The objectives outlined above are designed to directly support King's Strategic Vision 2029, specifically the third strategic priority to ***Serve, shape and transform*** as we help King's ***make a tangible difference to the wellbeing, health, culture, security and prosperity of the local and international communities with which we engage***. In addition, strategic priority four, where King's aims to '***develop and maintain mutually beneficial relationships in King's home boroughs through a coordinated programme of civic engagement***', Impact and Engagement Services, through work with Science Gallery London in particular, will play a crucial role in achieving this. PE is also a significant part of the Research Strategy.

As of the end of the CSF, the IES Business Plan has been reviewed by Science Gallery London and Research Management and Innovation Directorate. The Business Plan will also be reviewed by the Assistant Principal (London) Deborah Bull and new Vice-President/Vice-Principal (Service), Jonathan Grant, in the coming months. Additional insights from the NCCPE will also be sought once signed off from within King's.

IES operational staff represented on College Innovation Committee

In the final stages of the CSF project, the Research Engagement Manager was appointed to the College Innovation Committee, sitting alongside senior supporters of external engagement, including Assistant Principal (London), Vice-President/Vice-Principal (Service) and Vice-Principal (Quality, Strategy and Innovation), amongst others. The inclusion of the Research Engagement Manager on this committee provides an additional operational perspective on engagement and IES specifically. We hope to continue attending this quarterly meeting, utilising our expertise in public engagement with research to help ensure that the university has appropriate mechanisms in place to identify, support, and evaluate the impact of King's research beyond academia.

4. To deliver key parts of the Impact and Engagement Services roll-out strategy developed during the first year of the CSF, in order to take significant steps to advance our progress in embedding an engagement culture at King’s.

Within our CSF continuation business plan we outlined a number of initiatives we hoped to achieve in the second year of funding, including piloting a PE training programme for PhD/early career researchers, develop PE toolkits for researchers, increase recognition of PE activities and pilot a Science Capital approach to evaluation. While we successfully achieved the majority, a number had to be adjusted due to staffing changes in the university.

Pilot of Collaborate and Engage Training Course

The positioning of the Public Engagement Manager within the Science Gallery provided unique links to a range of creative practitioners that was fundamental to the success of the training programme, Collaborate and Engage, which ran in the second year of the CSF. This course was run in partnership with the Kings Centre for Doctoral Studies (previously the Graduate School).

Collaborate and Engage was an immersive five-part course offered to PhD students/ early career researchers, giving them the opportunity to gain hands-on public engagement experience and develop a range of important transferable skills by collaborating with peers across the Arts and Sciences to plan, develop and pitch a public engagement project.

The course combined taught content with hands-on experience, team-working and peer-to-peer learning in a series of five two-hour session spread across the 2016/2017 academic year (see Table 9)

Date	Session	Description	Location
23 Nov 2016 15:00-17:00	1: Plan	An overview of public engagement theory, methods and evaluation.	Learning Centre SW -2.07
12 Dec 2016 15:00-17:00	2: Collaborate	Sand-pit style session exploring how inter-disciplinary collaborations can lead to innovative engagement projects.	Learning Centre SW -2.07
11 Jan 2017 15:00-17:00	3: Pitch	Develop and pitch a public engagement proposal (up to 5 projects will be awarded funding).	Learning Centre SW -2.07
8 Feb 2017 15:00-17:00	4: Do	How to project manage & deliver public engagement projects. (NB: Winning projects will be delivered by all course participants on a separate date of their choice between Feb-April).	Learning Centre SW -2.07
10 May 2017 15:00-17:00	5: Share	Evaluation, discussion of learnings and production of an educational resource for peers.	Learning Centre SW -2.07

Table 9: An overview of the Collaborate and Engage Course

The aims of Collaborate and Engage were:

1. To empower Early Career Researchers to feel confident and well-equipped to deliver their own public engagement activities associated with their research, and to share their learnings with peers;
2. To equip Early Career Researchers with the fundamental tools for public engagement with research (including an understanding of why PE is important, as well as how to plan, promote, deliver and evaluate PE activities);
3. To develop important transferable skills including team-working, cross-disciplinary collaboration, communication, problem-solving and creative thinking.

Overall, 35 King's Researchers applied to take part in the course, with 24 accepted. Those chosen were split evenly between Arts & Humanities and Health faculties (12 from each) to ensure a balanced cohort and a mixture of views and opinions on public engagement. Each participant submitted a project proposal for a potential public engagement activity. From those submitted, five projects were awarded funding. Those who were unsuccessful formed part of project team on the funded activities. The course is being run again in 2017/2018 academic year, open to researchers of all levels.

While a series of additional, one off training sessions have also been run throughout the CSF, the value of these in terms of long term impacts on the engagement culture are less clear. While 'Introductions to Public Engagement' sessions may change researcher's conceptualisation of PE in the short term, we have little evidence demonstrating longer term changes in practice.

Development of Toolkits for King's Researchers

Four toolkits/guides have been developed across the CSF continuation period. These have been heavily informed by existing guides from RCUK and NCCPE. Those developed include a 'How to write a Pathways to Impact Statement', 'Types of Impact' and 'Planning your Public Engagement' (Included in the June Interim report). These were produced in the second year of funding. An additional Evaluation Chapter has also been produced for the Arts and Sciences Impact Guide. Guides are regularly shared with researchers during the consultation process and will be made available on the new Impact webpages when they go live in early 2018.

○ Support for Evaluating PE

When gathering feedback on these guides and investigating what other training/support would be appreciated, evaluation was highlighted as a key area for development. A survey carried out through the Kings Researcher Engagement Network found 64% (n22) of respondent's wanted additional training and support in evaluation. Being able to effectively evidence impact of PE activities, particularly in terms that are relevant to the REF, was found to be a particular concern of the researchers, Heads of department and senior impact leads spoken to throughout the CSF period.

To support researchers in this area we have produced an Evaluation chapter, originally for the Arts and Sciences Impact guide, which may develop into a university wide Impact Guide. We have also run a 2-hour evaluation workshop through the Centre for Doctoral Studies for

25 2nd year PhD students, which focused on the use of surveys to collect quantitative and qualitative data. We also produced a short 'Key terms in Evaluation' piece (Appendix D) for researchers at all levels, providing links to external evaluation resources.

While these adaptable evaluation resources and one off training sessions for researchers have some benefit, we have also found them somewhat limiting. Some researchers reported struggling to apply such resources to their own situations, requiring a great deal of support and guidance from IES. Concerns were also raised if such tools would be rigorous enough to help capture evidence of impact within REF case studies.

Our solution for researchers submitting grants, with a focus on evidencing impact for REF, has been to provide costings for freelance Evaluation Consultants that can be built into grants to support the design of bespoke evaluation protocols for individual projects. This is supported by the IES team, who have experience in both quantitative and qualitative methods. Our advice at the early stages of grant development ensures evaluation does not become an afterthought and is developed alongside the public engagement activity. We believe an increased use of external evaluators this will lead to clearer evidencing of the impact researchers are having through their public engagement activities.

Increased recognition through new promotional pathways

Possibly the most significant achievement made through the CSF at a strategic level is the new promotional pathway for innovation, that includes PE. The pathway itself was championed by Kings CSF PI, Chris Mottershead and requires applicants to evidence their impact through innovation, reinforcing the need for meaningful evaluation and recording of activities. Within 2016/2017 academic year two researchers applied for promotion through this pathway, both successful. Applications are expected to grow as the pathway is promoted. Details of this innovation pathway are outlined in Appendix E.

Summary of Key Deliveries by Impact and Engagement Services

In addition to the above, the following elements of the roll out strategy were delivered in order to progress our attempts at achieving cultural change:

- 20 PE training workshops delivered, supporting 534 researchers
 - o Includes the 5 part intensive PE training course, Collaborate and Engage, for 24 early-career researchers (full details of all training sessions in Appendix A)
- 28 presentations (at Faculty, Department and School level) reaching 840 research staff and students
- Judged a 3 minute thesis competition (60 researchers and staff)
- Researcher Coordinator has engaged with 77 individuals, a range of researchers, healthcare professionals and artists in relation to SGL seasons.
- Development of a King's Engaged Researcher Network, including;
 - o Delivery of four training workshop with 55 researchers and staff
 - o Four newsletters with 305 subscribers
 - o Expanding the oversight of this network to include Public Engagement Managers from across KCL.
- Guest blog post about Public Engagement for the 'Centre for Research Development'

King's CSF objective	RCUK CSF Objective	Rationale	Outputs (and key activities)	Outcomes & Impacts/Legacy	Learning/things you would approach differently in future
A) Understand how researchers at King's currently understand & value PE and impact	1	Facilitates taking stock of King's support for public engagement & provides a crucial baseline in order to evaluate the impact of the CSF award on the engagement culture at King's.	<p><u>An evaluation procedure was embedded into the IES grant consultation pipeline in year 2</u>, including:</p> <ul style="list-style-type: none"> - An <u>online quantitative/qualitative baseline survey</u> to assess the current culture of PE at King's and attitudes to PE prior to working with IES. Researchers are asked to complete this in order to book a consultation. This provides the researchers baseline understanding of PE before our intervention 	<p>Since implementing the procedure in September 2016, <u>99 researchers completed the baseline entry questionnaire</u> as part of the grant consultation process. Results showed over 40% of researchers had 1st order conceptualisation and engaged in only 1st order practice.</p>	<p>Building surveys into support pipelines <u>increases the response rate</u> compared to circulating a survey around the institution via email. This is also a useful time point to gather data which indicates how much PE experience the researcher has, <u>enabling the grant consultation to be appropriately pitched.</u></p>
B) Evaluate the impact of the CSF continuation on PE culture	1	To evaluate and reflect on our approach to facilitating culture change, in order to make changes to our ongoing strategy.	<ul style="list-style-type: none"> - An <u>online quantitative short-term follow-up questionnaire</u> to assess any immediate changes in attitudes once the researcher's application has been submitted. - All versions of a researchers Pathways to Impact statements are saved routinely, from their first drafts to submitted proposals. <u>Content analysis of 12 statements before and 12 after consultation</u> have provided an insight into a change in researchers understanding of public engagement through the type of language used. Examples of researchers providing appropriate costings and relevant PE activities has also helped to demonstrate the impact of the consultations on overall quality of applications. 	<p><u>18 researcher have completed the short term follow up survey. Five Long-term follow ups have been completed</u> by researchers who have an outcome to their application. Results show increase of 2nd/ 3rd order conceptualisation of PE. Significant improvements in pathways to impact statements with positive feedback being received from reviewers. Sample size currently small but early indications are promising.</p>	<p>Baseline results were unsurprising, but were invaluable in tracing any changes we may have made. Getting people to complete follow-up surveys is difficult.</p>
C) Develop a high-quality evaluation strategy which can a) easily be adapted for a range of PE projects, b) assesses impact in terms relevant to RCUK and the Research Excellence Framework (REF)	6	<p>We have focused on embedding evaluation into the grant consultation process in order to make it a fundamental part of our approach, which can also be used to flexibly adapt the service in real-time to individual researchers needs.</p> <p>Researchers need to be in a position to routinely capture</p>	<ul style="list-style-type: none"> - <u>Long-term follow-ups (>6 months) are taking place</u>, using semi-structured questionnaires to evaluate long term behaviour/attitudinal change as a result of IES and how this relates to broader cultural change. - Combined, <u>this approach provides an insight into the change in attitude towards PE and impact amongst King's researchers</u> following consultation with IES. <p><u>Hiring of a Research Coordinator, who has implemented an evaluation protocol for tracing researcher/artists involvement in Science Gallery</u></p>	<p><u>5 researchers have completed the long term survey</u>, but sample size is too small to make meaningful conclusions.</p> <p><u>Collaborate and Engage training course provided skill development in all domains of the researcher Development Framework.</u> This is reported in the attached evaluation documents.</p>	<p>To increase response rates for long term follow ups, these are being done via phone. Low responses are also being seen within the short-term follow ups so a similar approach</p>

		<p>and evidence any impact they may have through PE.</p> <p>We are hiring a freelance evaluator to put in place evaluation protocols which will ensure Science Gallery programming maximally impacts on the engagement culture at King's. It is important to put these procedures in place now, prior to the gallery opening in 2018, such that the culture within the Gallery encourages and enables research collaborators to tell their story beyond the Gallery setting, in order to have an impact on the wider engagement culture at King's.</p>	<p><u>London's Blood Season.</u> 3 phases of evaluation, including a pre-collaboration survey to measure baseline understanding and expectations of the collaboration. This is followed by a mid-point, semi-structured interview, half way through the collaboration to track progress and any change in attitudes. Final surveys/interviews are being held now, Some baseline data is available.</p> <p><u>An 'Evaluation Package' has been built into the IES Menu of Services.</u> We encourage those we consult with to build evaluation into their proposed PE activities from the very start, with support available from the IES team to develop their evaluation strategy.</p> <p><u>Freelance evaluators, Flow associates, have been hired and have developed an evaluation framework for SGL seasons</u></p>	<p><u>Flow, our Freelance Evaluators have developed a framework for capturing audience feedback in SGL seasons.</u> This has been trialled within the Blood season, with an initial report included in the attached Evaluation Report.</p> <p>Through the work of the Research Coordinator, we are seeing evidence of <u>King's researchers championing the Science Gallery.</u></p> <p>Researchers we have engaged are more appreciative of skills needed to evaluate PE project, and are more willing to <u>cost in support for evaluation.</u></p>	<p>may be taken their in the future</p> <p>Evaluation forms for PE workshops were provided as hard copies to enhance response rates by completing the forms during the workshop, however this becomes <u>resource heavy (data input).</u> Consider an electronic version which can be completed on phones/lap tops during the workshops to get a good balance of high response rate and low data input.</p> <p><u>The evaluation of BLOOD will directly inform how we collaborate with researchers once the gallery opens</u> in 2018, in order to maximise their PE learning/experience and impact on the PE culture at King's. We are far more aware of the need to manage researcher artist expectations of collaborations! This is being put into effect in the planning of current season.</p>
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					We believe the resourcing of evaluation professionals within grants will lead to better capturing and evidencing of impact through PE.
F)Ensure the IES strategy is sustainable beyond the CSF	3	We have hired a dedicated member of staff to support this area of work as this is a specialist area which requires dedicated personnel to focus on developing networks with other professional services (as opposed to researchers) in order to embed IES in King's processes and procedures, and make it a viable business.	<u>The Research Engagement Manager has developed a sustainable a business model for IES,</u> gathering baseline data, conducting financial forecasting, and putting evaluation and monitoring procedures in place to assess the sustainability of IES beyond the CSF period.	<u>A Business Plan for IES has been developed.</u> This strategy has been aligned with King's Vision 2029 and Research strategy.	Aligning IES strategy with King's Vision 2029 has been essential in ensuring IES relevance to the future direction of King's. The stakeholder mapping exercise at the early stages of this process was extremely useful, ensuring all relevant individuals were identified and approached in a timely and efficient manner.
G)Establish a group of senior champions who are actively involved in developing the strategy for Impact and Engagement Services and drive strategic and operational change	4	Building links with senior leaders and aligning IES with relevant strategies helps ensure sustainability for IES We have secured senior champions by working with senior figures to make sure the work of IES is beneficial to meeting their targets and aims, and that the work of IES is told in ways that fulfil their strategic aims wherever possible.	A <u>stakeholder mapping exercise</u> was carried out in March 2017 to identify key individuals at King's who should be engaged. The Public Engagement Manager <u>continues to work closely with a range of senior figures to gain by-in and to involve them in developing the strategy for IES</u> and to drive strategic and operational change, these have included: - Director of London Engagement (to discuss ways IES can feed into a new strategy which aims to enhance King's engagement with London) - Director of Organisation Development (to discuss reward & recognition procedures for engagement activities) - Assistant Principal (Research & Innovation) to discuss the vision for engagement at King's	By working closely with a range of senior figures across King's the Public Engagement Manager has already been able to <u>develop a narrative for IES which places it at the heart of a range of core strategies and initiatives which form part of the new King's vision 2029.</u> The Research Engagement Manager's collaborations across King's have furthered our integration into key University-wide strategies. With this approach, engagement is being seen <u>as something which is fundamental to all aspects of</u>	The Impact Network is now well established and set to continue after the CSF. A new Impact website is in development. Getting both strategic and operational support has been important for the continued success of IES. While strategic
D)Develop and promote a shared vision of PE for Impact and	2	We have informally consulted with a large number of research and professional services staff			

Engagement Services		during face-to-face meetings in order to develop a vision for PE which is shared in King's new vision.	<ul style="list-style-type: none"> - Head of the Researcher Development Unit to discuss the engagement training needs of research assistants and post-docs - The Impact Acceleration Manager to explore the possible roles IES could play in advancing impact through Public Engagement 	<p><u>King's mission</u> (rather than a distinct strand of activity with its own separate strategy).</p>	support was ensured through connections with Assistant Principle (London) and Vice-Principal (Quality, Strategy and Innovation), while operational support has been slower to develop. Connecting with other impact support providers through the Impact Network has gone a long way to improve operational buy-in.
E)Ensure the strategy for IES is aligned with the future direction of the University and Science Gallery London	3	<p>We have informally consulted with range of research and professional services staff during through face-to-face meetings in order to develop a vision for PE which is shared in King's new vision.</p> <p>We have hired a freelance Research Coordinator in the Science Gallery team in order to ensure the strategy for IES is aligned with the future direction of Science Gallery. Crucially this post will aim to put in place processes and procedures to ensure activities supported by Science Gallery are maximised for the future direction of the university (in terms of its engagement culture).</p>	<p>The Research Engagement Manager is working closely with Research Development Managers, Finance, pre-award and post-award teams, and has joined a <u>Change Management Professional Network</u> at King's in order to further embed IES into university policies and procedures, and to share learnings from developing IES with other areas of King's. They have had further consultations with other departments and senior figures, including those from King's Digital Lab, the Director of Research Management & Innovation and the Entrepreneurship Institute.</p> <p>The <u>Research Coordinator has begun developing a framework for ensuring researchers</u> who collaborate with the Science Gallery act as a 'champion' for engagement by sharing their learning with their department and the wider faculty.</p> <p><u>Formalisation of an 'Impact Network' across Kings.</u> Building off the informal Impact Coffee meetings, a more formal network of professional services and academic staff has been devised that brings together those involved in impact to increase the efficiency and effectiveness of impact support across King's.</p> <ul style="list-style-type: none"> - Currently, brings together <u>23 professionals services and research staff working on 'impact', as well as 3 Vice Deans for Impact</u> at King's. - Includes <u>senior representatives</u> from Widening Participation, Policy Institute, Entrepreneurship Institute, Innovation, Social Sciences & Health, PPI, PE, Research Policy, Impact Acceleration Accounts, Research Development, Comms, 	<p><u>PE has been mentioned in King's new vision 2029</u> (launched Jan 17). We now have a convincing institution-level narrative to use in sharing a vision for PE at King's.</p> <p>The formalisation of an Impact Network has helped ensure:</p> <ul style="list-style-type: none"> - Further <u>senior buy-in</u> from operational staff for PE as part of the impact agenda at King's - <u>IES is aligned with other impact support</u> initiatives at King's (identifying opportunities for collaboration and avoiding duplication) - <u>PE is present in higher-level impact strategies at King's</u> (e.g. HEFCE REF consultation 2017 and King's new vision) 	

			<p>Research & Impact teams and Policy & Governance</p> <ul style="list-style-type: none"> - The Impact Network feeds directly into the 'College Innovation Committee'. 		
H)Widen the BRC Engaged Researcher Network to the whole of King's	5	<p>We identified the BRC Engaged Researcher network as a successful, existing initiative which could be scaled up and was something we could implement quickly and efficiently target, in order to make a significant longer-term difference in embedding public engagement at King's.</p> <p>It also represented an opportunity to align PE support staff from different departments, in order to unify engagement support and promote a shared vision and narrative.</p>	<p>King's Engaged Researcher Network (KERN) established and continues to grow</p> <ul style="list-style-type: none"> - Website - Monthly blog celebrating and sharing engagement case studies at King's. - Monthly newsletter subscription has risen to 305 subscribers with a 46% open rate – compared to industry average of 18.05%). - four newsletters have been produced - Four training workshop and presentations for 60 researchers through the KERN: 'How to run the KERN' allowed researchers to have their say on what the KERN should do, what it is for, who should run it and how. 	<p>Monthly newsletter has raised the visibility of engagement at King's and provides a central site for sharing of good practice and for promoting opportunities to get involved.</p> <p>Participatory design of workshops facilitates collaboration and sharing of good practice.</p>	<p>By sharing the responsibility of this network with other PE support staff, the network also represented an efficient way to deliver impactful training across the whole of King's and to share expertise and resources.</p> <p>With the KERN not failing under any of the PE Manager's job descriptions, running it has required great dedication from all involved. With the changing of personal, it has been difficult to sustain the momentum originally built for this network. There is little chance of sustainability for this network if we don't manage to get additional support running the network. We are currently engaging additional PE managers to see if the KERN has a future.</p>

<p>l) Increase the volume & efficiency of one-on-one advisory meetings</p>	<p>6</p>	<p>We initiated a comms plan targeted at departments who would be most likely to take-up the offer of support those with the largest grant income or for whom working with Science Gallery would be most relevant. We would then build out from there.</p> <p>We developed resources which could be shared prior to the consultation meetings in order to reduce the time needed to go over the very basics around what to include in a Pathway to Impact statement, allowing more time to be spent on discussing how engagement could be incorporated as a Pathway to Impact.</p>	<p>We have <u>continued to action the comms plan</u> for IES through the last reporting period. This has included:</p> <ul style="list-style-type: none"> - <u>Building the IES</u> webpages on the Science Gallery London site, and with links on several King's webpages - <u>Continued promotion through departmental presentations</u> - IES featured in several existing <u>King's newsletters</u> including the Research Staff Newsletter (circulation of 2,200) and featured on #do1thing and Research Support webpages. <p>Developed a <u>Semi-structured consultation protocol</u> (Appendix F) to ensure all key elements are covered while still allowing flexibility. This will help as we increase the number of individuals supporting grant development (i.e. additional PE Managers in faculties who are well positioned to provide advice within their faculties).</p> <p><u>Hiring of match funded Research Engagement Manger</u>, positioned within RMID, and relationships with Research Development Managers has provided direct referrals.</p> <p><u>Pre-consultation survey</u> has now been fully embedded in the grant consultation process, providing baseline levels of understanding and attitudes towards PE.</p> <p>Reworking of the <u>two guides to send to the researcher prior to consultation</u>:</p> <ul style="list-style-type: none"> - 'How to write a Pathway to Impact Statement' - 'Planning Public Engagement' <p>Building an in-depth, fully costed <u>Menu of Services</u> that gives researchers a clear indication of the cost of specific PE activities and they type of impact they can generate.</p>	<p><u>97 Grant Consultations</u> have taken place</p> <p><u>28 departmental presentations reaching 840 students and staff</u></p> <p>The hiring of <u>the Research Engagement Manager has increased volume of grant consultations</u> we are able to do. Links with RMID have provided 21 direct referrals in the second half of the continuation year.</p> <p>Pre-consultation survey allows <u>consultations to be pitched correctly</u>, resulting in more efficient discussions.</p> <p><u>Guides have increased the efficiency of grant consultations</u> by providing context, a brief overview of topics to be discussed, and a framework for discussions.</p> <p>The Menu of services helps create <u>consistency between grant consultations</u> and allows for quick and clear costings to be made that researchers can build into their applications.</p> <p><u>100% satisfaction rate</u> (n18) from researchers, with 94% (n17) very satisfied.</p> <p><u>89% (n16) felt IES had enhanced the quality of their research</u>, with 61% (n11) saying it had been enhanced significantly.</p>	<p>Taking both a bottom-up, presenting directly to researchers was an extremely useful at the formation of IES. These are, however, slightly more time intensive, and didn't always lead to consultations. Connections made through the Research Engagement Manager within RMID have significantly increased the amount of direct referrals we received. This link to Research Management is invaluable. However, researchers referred to us are not always as receptive to PE and can be harder to convince to effectively resource PE.</p> <p>The Menu of Services is an extremely valuable resource. While we have discussed making this publicly available to researchers, we feel they may pick activities that they want to do, rather than what is best for their aims and their audiences. For now it</p>
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					remains a behind the scene tool,
J)Clearly accessible online PE resources	6	<p>We aimed to develop resources which could be shared prior to consultation meetings in order to reduce the time needed to go over the very basics around what to include in a Pathway to Impact statement, allowing more time to be spent on discussing how engagement could be incorporated as a Pathway to Impact.</p> <p>We aimed to share resources from our training workshops (e.g. PowerPoints, crib sheets and links to other sources) in order to enable researchers to support themselves to some extent.</p>	<p>IES have produced three guides:</p> <ul style="list-style-type: none"> - 'How to write a Pathway to Impact Statement' - 'Planning Public Engagement' - Types of Impact <p>An additional Evaluation Chapter has been produced for the Arts and Sciences Impact Guide. Feedback on guides has been sought during grant consultations with iterative amendments being made. These guides were included in the June Interim Report. <u>Resources will be made available on the Impact Webpages once launched in early 2018.</u></p> <p>The KERN newsletter (example here) shares PE resources, guides and training opportunities with 305 researchers and staff on a monthly basis.</p> <p>A grant consultation pipeline is in place which includes a post-consultation summary email signposting researchers to resources from a range of reliable sources (e.g. NCCPE, RCUK, Participation Compass etc.)</p>	<p>Anecdotal feedback has been overwhelmingly positive with researchers reporting the guides have helped them understand the basics of what to include and what not to include, what the funders and looking for, and what they mean by 'impact'. However, researchers have also reported difficulties in applying evaluation toolkits to their own situations and often needed additional support to guide them through. We will be reviewing our Evaluation Chapter as the Impact guide is further developed.</p> <p>Researchers have reported sharing the resources with their peers.</p>	<p><u>The level of prior understanding about what impact is and what should or shouldn't be included in a Pathway to Impact statement is quite low</u> for the majority of researchers.</p> <p><u>Simple step-by-step guides</u> which assimilate impact information from across research councils and explains the core aspects of a strong Pathway to Impact statement are <u>extremely useful for researchers who do not have the motivation or time</u> to search and assimilate this information for themselves.</p> <p>The main area of concern for researchers is the <u>lack of clear guidance from the funders themselves about what is considered an 'appropriate' amount of funding to include for engagement activities</u>, and how</p>

					this guidance is taken into account during the peer review process.
K)Provide PhD students with opportunities to develop PE skills through collaboration with a range of PE professionals and artists	6	We aim to facilitate collaborations with professionals and promote and encourage partnership working in our training and grant consultations in order to promote a culture where researchers feel confident in approaching, and working with, people who have the right expertise to help them achieve the impact they seek, and to really push their engagement practice to new levels.	<p><u>Grant consultations encourage researchers to partner with external and internal professionals and organisations</u> in order to help raise the reach, impact and quality of engagement. We also encourage senior researchers to build in training opportunities for PhD/ postgraduate students into their grants, to help them develop transferable skills.</p> <p><u>5 part training course, Collaborate & Engage training</u>, ran between November and May of the CSF year 2 for 24 early career researchers, particularly focused on PhD's.</p> <p>The open call process has been reviewed to be more supportive for researchers, including PhD's. As part of the Spare Parts open call, we ran a 'surgery' for research to help them develop their ideas.</p> <p>The mediator programme within the Science Gallery provides young people, including King's students, hands on experience in PE. All mediators are fully trained and paid for their time.</p> <p>We have worked with the Centre for Doctoral Studies, EPSRC Doctoral Training Centre and CANES Doctoral Training Centre, to provide PE specific training.</p>	<p>Evaluation of Collaborate & Engage suggests a number of positive outcomes from the course. This includes:</p> <ul style="list-style-type: none"> - <u>92% of participants felt more confident</u> to develop and deliver their own public engagement activities - <u>67% felt their understanding of PE had improved</u> through the course. - <u>Reported developments in all areas of the Researcher Development Framework</u> <p>Evaluation of the course is in attached evaluation documents.</p> <p>The open call surgery was attended by 7 researchers including 3 PhD's. <u>Two of the submission from PhD's have been shortlisted for the Spare Parts Season.</u></p> <p><u>Ten Kings students and one King's alumni were part of the 18 person mediator team within the Blood Season.</u> The rest of the mediator team were representatives from our target audience, 15-25 yr olds from Southwark and Lambeth.</p> <p><u>3 training sessions were run for 58 PhD students</u></p>	<p><u>Not all researchers feel confident when reaching out to or communicating with partner organisations</u> – we have had to provide a lot of support in this area. In the future we aim to give the researcher more ownership of this part of the process, potentially by developing discussion prompts to help them during these meetings.</p> <p>The hands on, collaborative elements of collaborate and engage were valued highly by those involved, but also very challenging. We plan to give more support at the early stages of the collaborations in the next iteration of the course.</p> <p>The open call process needs to be further reviewed. With the success of Collaborate and</p>

					<p>Engage, we are exploring a similar initiative to develop seasonal programming, bringing researchers and creative professionals together at an early stage to collaborate on submissions.</p> <p>The mediator roles are a fantastic opportunity for young researchers to get hands on experience with PE. Having a considered balance between young researchers and opportunities for representatives from our target audience outside of the university will be crucial in future Science Gallery seasons.</p>
M) Incorporate learnings from year 1 CSF into the IES strategy	8	<p>Review of the Grant Consultation process (Annual report 2015-16) gave us <u>7 challenges to address in the second year of the CSF</u> to improve the quality of Pathways to Impact statements and PE proposals through our grant consultation process.</p> <p>Our review of the impact of collaborating with SGL on researchers in year 1 of the</p>	<p><u>Continued Roll-out of comms plan for IES</u> through presentations and training.</p> <p><u>We updated the grant consultation process</u> to focus on:</p> <ul style="list-style-type: none"> - Encouraging researchers to secure specific, named partners and secure letters of support - Providing advice on the overall shape and format of the Pathway to Impact statement, instead of focusing solely on the public engagement sections - Helping the researcher gain a deeper understanding of high quality engagement by shaping the language they use in their impact statement more explicitly – 	<p><u>The number of requests for grant consultations with very short lead times (<1 month) are reducing</u> compared to CSF year 1.</p> <p>Our review of pathways to impact statements suggests the <u>quality of Pathways to Impact statements following consultation has risen significantly</u></p>	<p>Collaborating on grants with additional impact providers has been a rewarding and thought provoking experience. We have also been carefully to delineate the aims of PE from those of policy. We often have conflicting messages as to who researchers should</p>

		<p>CSF (Annual Report 2015-16) highlighted two main ways to maximise this impact on the engagement culture at King's:</p> <ul style="list-style-type: none"> - Encourage researchers to share their experiences with their department and beyond - Supplement their experiences with some form of training component during/before their collaboration and encourage reflection after their collaboration 	<p>i.e. during both consultations and through literally changing the terminology they use in their writing.</p> <ul style="list-style-type: none"> - Providing more clarity (through graphic representations) about how IES integrates with Science Gallery London, and how they can write SGL into their applications as a partner whilst managing expectations, including: <ul style="list-style-type: none"> - A new 'For Researchers' webpage on the SGL website - An Engagement Services webpage. - A simple graphic which is now used in all departmental presentations and can also be used during consultations. <p>We have been <u>working closely with other impact support providers at King's to try to 'layer' or 'blend' public engagement with other pathways to impact</u> (to enhance coherence of Pathways to Impact statements).</p> <p><u>There is still a need for us to provide examples of the types of projects IES has supported</u> (e.g. through case studies or blogs), in order for researchers to better understand the range of engagement methods they can deploy, and to reduce the number of researchers immediately jumping to the idea of 'doing an exhibition' which then needs to be challenged and reconsidered (this is one of the main challenges that has arisen as a result of this service being part of Science Gallery London).</p>	<p>We have so far <u>collaborated on 22 grants with other support providers</u> across King's. For example, for a recent MRC application we developed a series of workshops bringing together researchers, policy makers and patients, in collaboration with the Policy Institute.</p> <p>Evidencing types of activities to researchers will be easier as we start to deliver on funded projects. We will encourage researchers to communicate their engagement practices within their departments, faculties and across the university, and would be able to support them in doing so.</p>	<p>engage with to create impact.</p>
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5. SUSTAINABILITY PLANS

Future sustainability of the work initially developed and delivered through the CSF will be maintained through the income generated via IES and King's commitment to a number of roles over the coming years.

Income Generated through IES

Table 11 provides financial forecasting for the years following the CSF. Based on a modest 10% success rate on grants over £150k, IES is set to become financially viable in year 4 of operation. However, this is a very conservative estimate, and if current grant success rate of around 30% is maintained, we are set to reach viability much sooner than anticipated. The Research Engagement Manager continues to work closely with the finance department to ensure we are costing our service correctly and getting maximum financial return from research grants.

	Year 1	Year 2	Year 3	Year 4	Year 5
Average size of grant >£150k	£615,000	£627,300	£639,846	£652,643	£665,696
Total # consultations	80	100	150	160	180
Total # applications	80	100	150	180	200
Total # of awards*	8	10	15	18	20
Total value of PE element 1.5%	£73,800	£94,095	£143,965	£176,214	£199,709
Total value of PE element 3%	£147,600	£188,190	£287,931	£352,427	£399,417
Total value of PE element 5%	£246,000	£313,650	£479,885	£587,379	£665,696
ES Management income 1.5%	£14,760	£18,819	£28,793	£35,243	£39,942
ES Management income 3%	£29,520	£37,638	£57,586	£70,485	£79,883
ES Management income 5%	£49,200	£62,730	£95,977	£117,476	£133,139
Total income generated	£177,120	£225,828	£345,517	£422,913	£479,301
Costs (ES staff and operations)	£105000	£105000	£105000	£105000	£105000
Surplus (on 1.5% PE element)	-£90,240	-£86,181	-£76,207	-£69,757	-£65,058
Surplus (on 3% PE element)	-£75,480	-£67,362	-£47,414	-£34,515	-£25,117
Surplus (on 5% PE element)	-£55,800	-£42,270	-£9,023	£12,476	£28,139

Table 10: Financial forecast for ES beyond the CSF. Note a 10% success rate has been applied here, while the current success rate is closer to 30%.

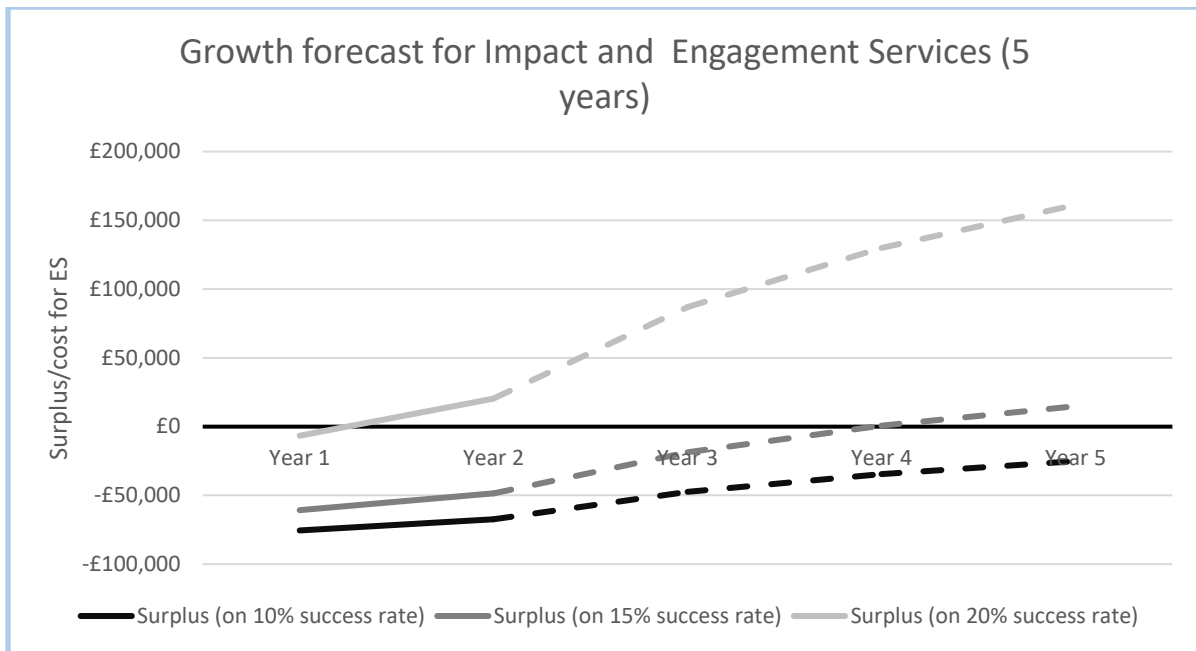


Figure 4: Forecasted growth of ES beyond the CSF

Staffing Commitments from King's and Science Gallery London

The hiring of the Research Engagement Manager for a period of two years (2017-19) will ensure IES continues to support researchers with their grant applications. This role will aim to:

- Further Integrate Impact and Engagement Services within established grant application pipelines and procedures, adding signposting mechanisms within the online application process (maximising its reach and impact).
- Continue to assess the long term sustainability of IES as a small research facility with a cost-recovery model.
- Further evaluate the impact of IES on the engagement culture at King's (in terms of the proportion of research proposals incorporating appropriately resourced and funded PE activities, and proportional spend on engagement).

King's College London has committed to hiring a permanent Researcher and Events Coordinator within SGL, with the role currently advertised. This role will continue to:

- Refine the framework for integrating live research (e.g. demonstrations, citizen science, co-produced research etc.) into Science Gallery London seasons.
- Use learnings from the BLOOD pilot to develop a longer-term – sustainable - framework for incorporating live research into Science Gallery London programming.
- Develop ethics procedures and an ethics panel for live research performed in and with the public.
- Develop and deliver public engagement training and resources for researchers involved in the live-research activities at Science Gallery London in order to enhance the impact on their engagement practice and their department's engagement culture.
- Work closely with the Research Engagement Manager to maximise researchers use of event space within Science Gallery London for PE

Risk Management and Exit Strategy for IES

As well as planning for future sustainability, we are also keenly aware of the risks involved with setting up IES as a small research facility. While forecasts at current success rates look promising, and commitments to staffing over the next few years will continue the support offered, we have pragmatically planned for the possibility of IES ending. This is crucial given the level of commitments we have made to researchers in supporting the development and delivery of their PE activities.

The most significant risk is that effort over these two years leads to significant numbers of grants with a commitment to deliver public engagement, but not enough income to sustain the IES function. In this situation it is recommended that the following options be considered.

Stop option

In this worst case scenario no more than 10 grants will have been awarded. IES cannot be justified and will be wrapped up. PIs will have resource to manage and deliver public engagement. That resource can be redirected to enable faculty management teams to support the PIs to recruit staff and oversee projects. Science Gallery will provide some support to reach suitable freelancers or artists and incorporate activities into seasons or non-seasonal activity as appropriate.

Scale back option

In this case grant income is below target but resource exists to maintain a level of service. In this situation it is recommended that the Public Engagement Manager post be prioritised to ensure that public engagement commitments can be effectively managed. An assessment of capacity of the Public Engagement Manager to support future grant consultations should be made to inform the best approach to encourage more public engagement activity as part of future grant proposals.

Go option

This is an optimal situation where by IES is reaching or exceeding targets and can be sustained with confidence into the future. Targets will be reviewed and a new business plan will be developed to support the continued development of the service into the future. Capacity for growth will also be reviewed and options to further increase growth will be considered.

6. Case Studies and Stories of Change

Case Study One: Impact and Engagement Services Influencing Researchers **Conceptualisation of PE**

This case study from Dr Fay Bound Alberti demonstrates the value of Impact and Engagement Services for researchers.

Dr Fay Bound Alberti

Lecturer in Arts and Humanities

ESRC grant: £550,000

PE element costed in: £30,000

Engagement Services Costs: £1,300

In what way did Engagement Services work with you?

Through 1-on-1 consultation, phone call discussions, email discussions and written feedback on grant proposal.

How (if at all) has working with Engagement Services changed your understanding of public engagement?

Engagement Services has provided rigorous intellectual discussion, testing out of ideas and theories as well as a range of practical ideas by which the public engagement aims might be met.

Working with Science Gallery London and its curators, as well as helping me to identify audiences and outputs and goals that were facilitated by Engagement Services. Additionally, the Research Engagement Manager offered some extremely helpful recommendations about impact and evaluation. These were central not only to how I was thinking about and imagining the project, but also supported the writing of my impact section of the grant proposal.

Please explain what you think are the main benefits of engaging the public with your research (if any)?

This project views public engagement as a two-way process, with feedback from carefully defined audiences informing both the shape of the project and the questions being asked, as well as the project seeking to inform, educate and stimulate discussions about the emotional politics of facial reconstruction surgery and transplantation. Engaging the public is therefore integral to the research process, outcomes and impact.

In what ways were Engagement Services helpful to you?

By providing speedy turnaround of critiques of my proposal and supporting the value of what I am trying to research. It felt great to have a space where public engagement and research could be tested and championed.

Is there anything else we could have done to support you? Or anything we should do differently?

I was really impressed with the enthusiasm, expertise and insights of the Research Engagement Manager and Public Engagement Manager and hope for a successful funding output so that we can continue to collaborate and create impactful and relevant public engagement outputs.

Case Study Two: Collaborate and Engage training course leading to researchers involvement in Science Gallery Blood Season

Dr Alana Harris took part in the first iteration of Collaborate and Engage – a 5 part immersive public engagement training course which explores the role and value of collaboration and interdisciplinary in raising the quality and impact of public engagement. Alana's involvement in the course led to her involvement in the Science Gallery London 'Blood' Season. This is a summary of Alana's involvement in the course, what she learned about collaborating with artists, and how her collaboration has continued. It focuses on how the interdisciplinary collaborations facilitated by the course helped to develop a researcher's engagement practice and drive innovation and quality.

COLLABORATE & ENGAGE INSIDE RHYTHMS

1. PROJECT DELIVERY TEAM

NAME: Dr Alana Harris

POSITION: Lecturer in Modern British History (ERC)

DEPARTMENT: History

ROLE: I provided the research background and theoretical context for the project – i.e. exploring the contrasts in women's contraceptive choices and technologies over the last 50 years, as well as recruiting women (including myself) to take and chart their basal temperatures over a month to generate the 'data' to be set to music. I identified terms to be set to poetry (drawing upon my research expertise), commissioned a friend poet to 'translate' creatively these concepts, and managed the project deadlines and budget. I have also been actively exploring legacy options with the Science Gallery, the Wellcome Trust and the National Theatre.

NAME: Ion Marmarinos

POSITION: PhD Student (<https://soundcloud.com/ion-marmarinos>)

DEPARTMENT: Music

ROLE: I worked as a composer, drawing upon my interests in symmetry, contrasts, mirror structures, time and timelessness in short musical pieces.

I musically demonstrated the cycles of four different women that were characterized by a 'fixed' compared to 'free' cycle depending on whether they used the pill or not. I worked with their individual temperatures charts initially depicting them as pitches or tones within a specified musical range and later I transformed them into rhythmic motifs, while maintaining the tonality. I also set the commissioned poetry to the music, and oversaw the recording process.

COLLABORATORS

EXTERNAL COLLABORATOR NAME: Stephanie Bickford-Smith

ABOUT ME: With a background in Graphic Design, Filmmaking and an exhibited artist, my work has a common theme of linking research with dynamic and playful outcomes for audience engagement. Prior to this collaboration I have been involved with both Guerilla Science and Science Gallery London – see <http://www.stephaniebickfordsmith.co.uk/>

ROLE: My role as the visual communicator is to understand both Alana and Ion's research and developments in order to communicate the work for audience engagement. I have also contributed my biological information to feed directly into the work, and contribute to the discussions behind the work.

EXTERNAL COLLABORATOR NAME: Exaudi [Choral ensemble]

ABOUT ME: World leading vocal ensemble - <http://www.exaudi.org.uk/>

ROLE: Commissioned recording of the new vocal composition *Sacretum*, and generation of some material for the film.

2. SUMMARY

Our project, *Inside Rhythms*, presents an innovative experience of women's diverse menstruation cycles, transforming a biological process from something secretive and subjective to a shared, atmospheric and embodied experience. We have created an eight-minute choral composition, *Sacretum*, which has been written using individual women's menstruation cycles (i.e. basal temperature data taken over a month) to chart conflicting rhythmic and melodic structures inspired by 'natural' cycles contrasted with menstrual cycles regulated by chemical contraception. The lyrics for the composition have been assembled, in poetic form, from intimate, intensely personal and agonised correspondence in the Catholic press in 1968 in response to the *Humanae Vitae* encyclical and well as drawing upon the names and interface features of present-day period tracking apps.

To accompany the piece, we have created a film, framing fragments of the singers' bodies (especially moving mouths) as they vocalise these diverse menstrual cycles.

The result is an audio and visual experience, combining pre-recorded music and immersive footage that will be installed in a gallery setting and accompanied by short talks and prompt open discussions. We intend this to be a sensory and sensuous encounter, but also a suggestive piece that offers differing perspectives on changing attitudes to reproductive regulation across the decades.

3. AIMS

Our aims were to produce a piece which will take an audience beyond their comfort zone - turning women's bodies 'inside out'; making the personal auditory and participatory. In a transportive pairing of music with film, we aim to engender an engagement and enjoyment of what is normally hidden – both 'secret' and 'sacred' (hence *Sacretum*).

We aim to introduce a complex historical process surrounding changes in reproductive regulation to a generation of tech-savvy and sexually autonomous women seeking new, organic mechanisms to regulate their fertility. The intention is to introduce to young people the diversity of and beauty behind these 'hidden cycles' and to provoke them to ask questions about their own bodies and sexual health choices.

4. AUDIENCE

Our audience was young people (16-24 years) of all sexes taking part in Science Gallery London's BLOOD season,

5. HOW IT STARTED

The motivation for starting the project was a desire to produce something aesthetically beautiful, creatively engaging and intellectually challenging that offered an innovative perspective on women's bodies, their contraceptive choices (across the decades) and their experiences of sex, menstruation, pleasure and embodiment.

The underlying research relates to Alana's investigation of the history of contraception and surrounding religious controversies, as well as the ways in which concepts of the 'natural' have metamorphosed – from natural family planning, to the pill, to fertility tracking apps for smartphones. Our first steps were to find four women to chart their temperatures and periods across a month; to present and explain these charts to Ion so he could 'translate' them creatively (but also accurately) into pitch, tempo, harmonies and movements. Meanwhile Alana analyzed 'letters to the editor' in 1968 within the Catholic and mainstream press, identified key terms and ideas, and pitched this material to a poet-friend who composed two pieces. These formed the basis of the vocal accompaniment to Ion's composition.

On the day of recording, Ion oversaw the music production (with *Exaudi* and the sound engineer) and Steph filmed and photographed the choral ensemble performing, as well as the church setting in which this took place. She then edited and interweaved this footage with the sound track to produce a coordinated audio-visual piece.

6. COLLABORATIONS & PARTNERSHIPS

The collaboration was partnership between historian, a graphic designer and a composer. We met regularly at the outset of the project to discuss the underlying research and to brainstorm ideas relating to the technical dimensions (e.g. volunteers for period tracking) and the artistic choices (identification/booking of a choral ensemble, recording and filming locations etc.). An unexpected collaboration that proved necessary as the project progressed was the enlistment of Audrey Arden-Jones – an established, published poet and retired cancer clinician who is a friend of Alana's. As a Catholic woman in her sixties who had personal experience and informed perspectives on the undergirding research questions, she volunteered to write four poems based on terms, phases and images identified from material contemporaneous to the debates about the 1968 encyclical *Humanae Vitae*.

Outside of formal meetings, the collaborative team exchanged ideas and kept each other updated via email, googledocs and telephone conversations. Alana and Stephanie also began to explore networks and opportunities for the installation of the project – leading to Science Gallery London and Wellcome Trust opportunities.

7. WHAT YOU DID

The heart of the activity was the production of the musical piece (the film was generated through its performance on recording). To this end Ion composed an eight-minute piece for two sopranos and two mezzo sopranos. He accounted for the 'data' which were based on their daily temperatures, number of days in a cycle, and sexual intercourse of four women, three with cycles regulated by contraception and one with a free 'natural' cycle. He then created four different musical narratives that are identified based on their distinct rhythmic patterns and different temperatures, which are represented as different tonalities and harmonies. This was set to text generated by Alana (and artistically arranged by Audrey), and Stephanie filmed its live performance on the day of recording. Due to the intimacy of the subject matter and the eloquent impact the music has on conveying its narrative, our focus on the audience engagement tools are to enhance and not subtract from '*Sacretum*.' Therefore the resulting material was a supporting film that has tones of sensuality and playfulness. The films showed four women's mouth isolated in a black background lip-syncing the music. The mouths create a direct visual link to the vulva, which connects the music to its original source. As a show piece the work was represented as a video installation, where we are surrounded in darkness allowing us to focus on the lips of the women as we hear the narrative of *Sacretum* unfold. This provided a sense of intimacy with the music without being explicit. In addition, Steph made a graphical map for visitors to follow the journey of the music.

8. EVALUATION

The collaborative relationship between Alana, Ion and Steph was a smooth and successful one. Coming from three differing perspectives, we made a work that is both intimate and can seem controversial in certain contexts.

With a natural flow of ideas we were able to take quick action in recording four different women's cycles. This provided content for Ion to compose his music, *Sacretum*. With our current funding status, we all agreed on prioritizing the recording of the music at its highest quality, and the visual aspect to build in response to the music.

In order for the music to be recorded with the highest quality, we had to negotiate our timeframe around the singers' and recordist's availability. Stephanie will be documenting the recording with film, which will result in a behind the scenes film. As the recording is taking place inside a (Anglo-Catholic) Church, the combination of the music and the setting will already provide viewers with a hot dynamic. The combination of the music and film provided an impactful public engagement piece, presenting the intimacy of women's menstruation cycles with an unique confidence. The work has a promising potential to expand, with a stylised live performance.

9. KEY LESSONS LEARNED

We would try to be more realistic in our work production timeframes – allowing generous amounts of time for content generation and unexpected partnership contingencies (i.e. booked out choral ensemble schedules, renovation work in King's Chapel which was to be the recording location etc.). We would also try to build a little more contingency planning into the budget – as resources have been quite stretched throughout.

10. KEYS TO MAKING IT WORK

The primary element for running a successful engagement activity is intellectual curiosity, respect among team members and trust to augment and expand upon each other's ideas. The balance between team-generated materials and elements of individual responsibility is also a key dimension. The numerous meetings we had to exchange ideas and perspectives before beginning the creative tasks were essential in building a personal rapport, facilitating some level of engagement with a different disciplinary and methodological approaches, and to build up a bank of ideas which have been mobilized at different stages throughout the project.

We have also learnt about the need to be clear and precise about one's project and its aims and objectives – to have an 'elevator pitch' ready for discussions with potential gallery spaces, additional collaborators and supplementary funding bodies.

11. REFLECTIONS

COLLABORATION

We all found collaborating an intensely enjoyable, stimulating and stretching process, bringing together our different perspectives and methodologies and finding a working pattern and creative agenda that worked for the team as a whole. This collaborative process brought change and innovation to our initial ideas, and made the outcome, *Sacretum*, much more than the sum of its parts. Utilizing different channels of communication worked for us – founded on initial face-to-face and extended informal and convivial conversations, but then moving to online formats when moving into the generative phases and to facilitate high levels of interactive co-authorship and co-editing. The most valuable dimension of this collaboration was the inspiration it provided to work from a different perspective, and to think about the 'translation' of our various interests, methods and expertise into something comprehensible for other team members. The audio-visual output generated through this project is truly jointly created and owned - a product of each other's skills which would not have been possible without joint input and inspiration.

BEING PART OF THE COURSE

The course provided a framework for the generation of the project idea (through presentation of other public engagement projects and models) and through the introduction of potential collaborators. We

did encounter some difficulties however with the restrictive timeframe of the course and did not successfully find mechanisms (despite attempts) to involve other course participants allocated to the project.

The expert support from Science Gallery staff in terms of idea generation, case studies and feedback was invaluable, including peer review comments on the funding proposal. We enjoyed the opportunity to engage with the other teams and to reflect collectively on each other's work and progress. This collegiate and collaborative opportunity contributed a great deal to improvement and development of our own project.

This engagement project was generated through ideas stimulated by and inspiration provided by the course. It also introduced the collaborative partners. Without this funding grant, the *Sacretum* composition and its filmic accompaniment would not have been generated and it has been through the praxis of collaborating and engaging that we have learnt most.

COLLABORATOR VIEW

Stephanie Bickford-Smith:

My gratitude toward both Alana and Ion in reaching to me is high, as the project not only holds an interesting dynamic but is on a topic of close interest to me. From discussing with Alana in the *Collaboration and Engage Cafe*, about her research I was interested but could not quite see how I could contribute. I was apprehensive to produce a simple graphic poster, as it seemed to lose the depth of Alana's research.

When Alana and Ion made contact me, I recognised the strength of our three skills and perspectives combined. It was a very fast decision made by all three of us that the voice was the most impactful tool to convey the story of women's ovarian behaviours. I was surprised at our ease with each other in discussing these intimate topics. This was further proved when we recorded and shared our personal data and Ion crafted beautiful music from our bodies.

Despite our different backgrounds and busy schedules, we have managed to coordinate meet ups. However it would seem that having more time together would have been a benefit. The project is rich with potential, and has benefited from its initial funding. However we have had to prioritize the music, which has meant there is no budget for visual exploration and those creative have been generated only through my own resources and favours. Unfortunately this has restricted the level of creative development and slowed its timeline in production.

12. OTHER COMMENTS

The Collaborate and Engage Cafe was a highly successful set-up to learn about research from people outside the creative field. Having the opportunity to meet and discuss ideas was a very interesting experience, which directly lead to our developing work. The feedback on the funding applications has been a very useful process to help analyse and learn how to develop future funding applications. By having a rigid structure, we have been encouraged to formulate and take action on our ideas. Having the opportunity to collaborate with each other has been a wonderful and enriching experience, and we are excited to continue our professional relationships.

The final presentation session was also an invaluable component of this course – allowing us to gather feedback from fellow course members, to learn about their projects (and engagement strategies and learnings) and to elicit further advice (and foster some connections) for further, future collaborations and project legacies.

13. ADDENDUM

POEMS (Audrey Ardern-Jones)

I. Poem one – fixed cycle

Shame and guilt and clots and pains
Tears and hurt and fear and stains
Coils and caps and apps and pills
Love and sex and fun and thrills
Liberation and salvation
menstruation and damnation
No babies no babies no babies
No worries no worries no worries
And yet and yet and yet
And yet and yet and yet

II. Poem two – fixed cycle

Go home to your mother's womb
To the days of shed eggs
To the days of timings
To the days of thermometers
Take away the stigma
Take away the curse
Take away my moods
Take away my inhibitions
Go home now to celebrate day
Take up the morning pill
Take up the night pill
Take up nights for night's sake
Count in the caps and the apps
Count up the pills and the coils
Count up freedom and sex
Count up no babies no babies

III Poem three – free cycle – 'evolution'

dates, timings – the sounds of clocks
seconds ticking, minutes passing, hours in days;
rhythms of a blood river, eggs floating inside oceans
pains of ovulation, mood swings like tempests
breaths of desire, longing, wanting, waiting,
sex, real love
the coil, the cap, the condom, the sixties pill,
freedom, exaltation, spontaneity, loose winds blowing;
Humane Vitae – dignity, silence, brick walls in confession,
cervical cancers, thrombosis; back tracks in new apps,
women counting, watches with timings,
Woman's Calendar, Period Pace and Glow.

IV Poem four – combined

A river
a daughter of Eve
ancient and female
bright as the red edge of the sun
for some it comes each month
for some it changes course
Take away stigma
Take away the curse
Take away my moods
Coils and pills and caps
and new age apps
liberation and celebration

Sacretum Midi file (Ion Marmarinos)

Project Continuation within Science Gallery London's Blood Season

With the success of the project during Collaborate and Engage, and a positive relationship built between artist and researcher, the project was expanded to become part of Science Gallery London's Blood Season, under the new title Period Piece.

Installed on the Guys campus over 5 days in November, Period piece attracted over 155 visitors and gained significant reach through web and social media presence. An evaluation protocol was also built into the installation, with over 70 feedback forms completed. In collaboration with SGL, the evaluation protocol was designed to capture evidence of impact that could be used within a future REF case study.

Story of Change One

Research Engagement Manager

Here, the Research Engagement Manager talks about the changes that have occurred during their first 6 months in position.

I joined King's in March 2017 to help drive forward the culture change that the CSF kick-started. Having spent more than 20 years enabling engagement with research in the cultural sector I was excited to be moving into higher education. Now, less than a year on, I can look back and feel proud of the changes that I have seen and helped enable in such a short time.

My arrival coincided with the launch of the KCL research strategy which was in turn hot on the heels of the King's vision 2029. These two drivers, coinciding with new appointments and restructures of several major faculties, presented a great time to realise a change in approach to impact and specifically public engagement.

Through my positioning within Research Management and Innovation Directorate, I have helped build Engagement Services into the research management process by building relationships with the eight Research Development Managers across King's. My peers in professional services were sceptical that there was time in the grant pipeline to make a significant difference. The business model we were developing was contingent on engaging researchers in a window between formulating a research proposal and a typically fixed grant deadline. These proposals often only surface a week or two before the deadline with lots of details to firm up.

Thankfully we have been able to make a difference in that window and now research development managers, having seen that the model can work, are passing more researchers our way.

So, change has been on multiple levels. At a personal level I have embraced a highly responsive operating model and adapted coaching techniques to enable researchers to identify beneficiaries, measurable goals and approaches to achieve them. At the other end of the scale, I have realised change at the level of the organisation. A small but important step in the grant proposal pipeline that, to date, has committed nearly £1M towards high-quality engagement activities. From my review of the KCL application bank this is a step change in the level of resource in grants committed to engagement that will foster a community of practice and deliver impact for years to come.

Stephen Roberts, Research Engagement Manager

Story of Change Two

The Cultural Institute

The Cultural Institute inspires, facilitates and supports collaborations between King's and the cultural sector that have impact within and beyond the university, stimulating knowledge exchange, developing new research and driving innovation. With its wealth of experience, expertise and creative practice, the cultural sector offers rich potential for research at King's and the Institute exploits this potential through its networks and the expertise of its staff to ensure that the most innovative and exciting organisations and artists are matched with King's, creating new and distinctive opportunities for research staff across all faculties.

The development and management of this collaborative research portfolio is supported by brokering, negotiating and facilitating partnerships between artists, cultural professionals and organisations and the university's research staff. Institute staff manage and oversee these partnerships, providing a first point of contact and ensuring that value is delivered to all parties. In particular, it:

- Provides expert and specialist advice to academics and students wishing to explore research collaborations with artists and cultural organisations, facilitating introductions and brokering relationships
- Seeks out potential areas of collaborative research with cultural partners and disseminates these across the academic community
- Supports faculties across King's in preparing funding bids that involve cultural partners, for instance, the university's AHRC Doctoral Training Centre (London Arts and Humanities Partnership LAHP).

Programmes include (though are not limited to):

Co-Researching for Innovation and Change

The aim of this programme is to open up to discussion the full range of approaches to inquiry and knowledge generation across the two sectors, including e.g. participatory and community-based research; object- and performance-based inquiry; historical reconstruction and conservation; archival and collections-based research, and learning, outreach and curatorial practices. The purpose is to generate new collaborative research initiatives with the longer-term potential to effect positive change whether in thinking and practice in both sectors and/or to benefit society more widely.

Research Informed Practice

This programme supports collaborations with cultural organisations and focuses on the development of creative practice and creative ideas through research, leading to new public facing works with impact and visibility.

With similar collaborations being run at the Science Gallery, there are significant opportunities for the two to share learnings, develop protocols and support mechanisms for King's academics as they go through this collaborative process. There are plans to share the evaluation data from these collaborations to develop a deeper understanding of how these collaborations benefit both the academics and artists involved. Through the work done at the Cultural Institute, we are already seeing the benefits to both artists and researchers of being involved in such collaborations, from the development of new, high quality content for

exhibits and programmes, to the increased visibility and accessibility of King's research. Furthermore, these collaborations have opened open new research questions for King's academics that will be explored in future collaborative research.

As the relationship between the Science Gallery, Engagement Services and the Cultural Institute grows, there's potential to further align our processes and to continue to support and learn from each other. A series of guides and toolkits for King's academics are planned that will help them develop artistic collaborations. With Engagement Services, we are now able to point the academics we work with towards an additional set of public engagement expertise who can offer further advice on funding opportunities and grant applications.

The Cultural Institute Team

Story of Change three

Jonathan Grant, Vice President and Principal for Service and Professor of Public Policy

The following has been taken from a recent interview carried out by CSF staff with Professor Jonathan Grant shortly after his appointment as VP Service, discussing the new 'Service to Society' Priority at King's and where Public Engagement fits within it.

Please tell us about your new role as VP Service and why it's significant within King's.

I think if there has been a moment in British history where we need the institutions of universities, it is now. And I'm deeply concerned that we as a sector don't have the capabilities or capacities to actually step up into the public discourse. And why do I think that's important? Because for whatever reasons, we, as a society, are dominated by populism, we're dominated by exceptionalism. We've lost sight of rationality, we've lost sight of evidence, we've lost sight of data, and we've lost sight of reflectivity. And if we don't stand up for those principles as universities, what the hell is the role of a university?

So if let's take that back to Kings, where I lead on the development of King's Strategic Vision 2029. I held the pen, as they like to say, on that and we created a process which was deliberately one of our principles - co-creation. We engaged with 800 people during that process.

I think if you locked me away in a nice hotel for a weekend and said 'go write a strategy document' at the beginning of the process, I could have done that. Nobody would buy into it though, because they have had no part in that process, but I could come up with a reasonable first strategy document. I would've included Research, Education. I would've included International. I don't think I would've included Service to Society. Our focus on 'service' really did arise from our engagements with the King's community. It wasn't a top down thing, it was a dominant theme in all the workshops we captured. The entire community at King's - academic, special services, students, alumni - were all deeply committed to this concept of 'service'. This term derives from the narrative of King's Service to Society and that's why it's more than a strategic priority – it's part of our DNA.

In terms of going forward we've taken a grassroots approach - we heard what people said, we listened to that, we've codified that in our vision, that rhetoric. Now we've put in place some structure, some organizational structure – a Vice President for Service.

The new strategic framework for Service has two elements. One is very much around Movement, and the other is around the Big Idea.

Movement- we want to build on the enthusiasm, the commitment, from King's community to serve society.

The Big Idea – we want to focus on 'Big ideas for tomorrow' and create processes that support researchers to feel safe trialling radical ideas of how we serve society in these areas. And we need to create ways to evaluate those approaches. We have to find a way of creating processes that encourages us, as the institution, to take risk – pushing us outside of the comfort zone of the traditional university. If you take a look at King's now, we already have several of these types of projects – Science Gallery London for example.

We often hear that King's has always been 'Engaging' or 'Serving Society'. Can you give us your view on this?

It isn't the same as when we started - we have evolved the concept. King's was founded as a religious institution, so the take on what Service meant was very different at that time. But as we've grown, acquired, established, over those 200 years, I think the essence of King's is Service. The concept, and value, of Service is still in the institution.

Do you think that, historically at least, that sense of Service sets King's apart from other UK HEIs?

That's difficult to answer. King's has included Service as a strategic priority, alongside Education and Research; the only other institution in the UK which has done something similar is Manchester, which has included Social Responsibility. However, at the moment we're still in the rhetoric, so while the rhetoric's unique, we now need to shift that rhetoric into reality.

Can you help us to understand the relationship between the Public Engagement with Research agenda and practice, and Service to Society?

This is intellectually a really interesting question. And it seems to me that there is an analogue question about what's public engagement during service.

I'm increasingly of the view that Service is actually our equivalent of Shared Value. Public Engagement falls within Service, certainly. They're not mutually exclusive. We're taking a broader view with Service, which still includes – but is not limited too – public engagement. Service goes from reducing our carbon footprint, to shaping policies to make the world a better place. It has a broader umbrella than Public Engagement.

This can lead to a debate about what is the public purpose of a university? I think we need to find a new narrative for universities which is not embedded in the economic narrative – that research generates economic returns. That's where I think Service comes in and, actually, that's why Education, Research and Service are so intertwined.

As we focus on the new public purpose of the university, Public Engagement is really important - but it is a new model of Public Engagement.

Do you think the work of Impact and Engagement Services, set up during the CSF, could directly support the Service in Society priority of King's?

It's an absolute contribution. It ensures the public engagement with research agenda is aligned with our Service agenda. We want good quality research to be improving the lives and well-being of people in the UK and internationally, that's what we want to do. I think it's really important that we acknowledge that Service, public engagement, is not for everybody and is not a requirement. And indeed if you make it a requirement then you kind of undermine the movement, because it's got to be voluntary. And actually that becomes cultural, so people who want to engage in Service type activities, voluntarily come to King's,

and those, in time, who find that uncomfortable will move on. That's how you know you've made culture change- when the people who are not with the program find it uncomfortable to remain. I'm against any forced incentivisation.

Story of Change four

Deborah Bull, Assistant Principal (London),

Since 2012, King's has taken an imaginative approach to engaging the public with research, moving from a standard public engagement unit to a series of interface units at the periphery of the university, specifically tasked with connecting academics and their research with targeted external communities. I have been responsible for leading on the university's approach to engagement through culture, building on its long history of partnerships across the cultural sector. Two 'hubs' have been created or are in development: the Cultural Quarter at the Strand and Science Gallery London at Guy's.

It was in thinking about the best way to connect these (and other public facing interface units at King's) with the university's researchers and research infrastructure that Impact & Engagement Services was imagined. The intention was to create the framework for structured conversations between academic experts and King's specialist 'third space' staff, leading to enhanced pathways to impact and planned engagement outputs that maximize the potential of these interface hubs. It has been encouraging to see what began as an idea emerge as a useful, practical and focussed addition to the portfolio of support King's offers its researchers: one that harnesses King's strengths and its distinctive cultural profile to connect different publics with academic research in new and imaginative ways.

7. CONCLUSIONS

Conclusions and recommendations for funders

- Two years is a challenging time frame to be able to fully evidence culture change. Especially when starting from a low baseline, the majority of this period will involve laying down foundations and putting processes/procedures in place. Although these processes can be evaluated to some extent, the actual evidence of culture change is predicted to emerge beyond this initial period.
- Examples of good practice from the Beacons and other Catalysts are not always applicable to other Higher Education Institutions, especially:
 - For institutions which are not as advanced in terms of their provision for PE *prior* to an award such as the CSF (for example, the CSF award came to King's shortly after King's had moved to a new, innovative model of public engagement through specialised interface units rather than a small centralised team)
 - In contexts where the institution does not initially adopt the conventional 'top down' approach of having a centralised engagement team, with core funding, and the remit to develop and implement a top-down strategy.
 - In the diverse contexts in which the CSFs are being delivered, examples of good practice from the Beacons and other Catalysts may not always be applicable, but the reporting structures sometime implicitly assume a particular model. Reporting on culture change in a different institutional context is extremely challenging. This is compounded by the pace of progress, which is necessarily slow as culture change is being built from the ground up (involving a certain amount of trial and error and experimentation), as opposed to building on frameworks which have been in place for several years using tried and tested methods.
 - Researchers are extremely keen for clearer guidance from RCUK as to what is considered an 'appropriate' level of funding for impact/engagement activities in research grants. We provide a rule of thumb of between 3-5% of the total grant, where activities aim to achieve real world impact and are both high quality and feasible. However, researchers show a real scepticism/nervousness about building in any funding at all, and constantly refer to a need to make their application as financially competitive as possible. Many were not even aware they were allowed to request funding prior to consulting with Impact and Engagement Services. The ring fenced funding available for the provision of PE from Wellcome is much more transparent and researchers feel more confidence to request these funds.
 - Researchers frequently ask for more transparency from RCUK around the peer-review process when it comes to Pathways to Impact statements, and show real scepticism about the rigour of the impact review process. Anecdotes of researchers who have had their impact strategy turned down by reviewers for being 'creative' or inappropriate in terms of time demands away from the bench, are detrimental to building a culture where high-quality (and innovative) approaches to engagement are practiced. Having a clear outline from RCUK which demonstrates how the impact section of a grant fits in with the peer review process – and the criteria peer reviewers use to score this section – would be extremely beneficial and remove barriers to developing a culture where engagement is truly embedded within the research process.

- Stricter management of poor quality pathways to impact statements, on behalf of funders, would be extremely helpful in encouraging researchers to really invest in – and commit to - considering how their research can make a real world difference. For many, the Pathways to Impact statement remains a box ticking exercise with no real consequences on the grant outcome. If Research Councils were much stricter on applications with inadequate Pathways to Impact statements this would rapidly increase the speed of culture change.

Conclusions and recommendations for other HEI's who wish to embed public engagement

Our conclusions and recommendations revolve around developing and implementing a grant consultation service – the main focus of our CSF activities.

There are many reasons why the grant consultation process may have a minor impact on the written quality of the Pathway to Impact statement, including:

- Short time frames between consultation request and grant deadline
- The researchers' prior experience with engagement and understanding of impact. This varies greatly and the grant consultation process should be seen as shifting researchers *somewhat* further along on the journey to realising impact through engagement - not making them complete experts. This can be addressed to some extent by providing simple and useful resources prior to the consultation meeting, to ensure a certain level of understanding from the start of the meeting.
- Lack of genuine commitment from researchers to achieve 'impact'– some see the Pathway to Impact statement as very much a 'box ticking' exercise and will not invest time and effort in reflecting more deeply on how they could achieve impact. In these cases having a range of more 'off-the-shelf' tried and tested options (and case studies which help the researcher write about these activities using appropriate language) is the most effective approach to writing in meaningful engagement achievable with minimal commitment from the research team.
- Lack of confidence in the peer review process when it comes to impact, and scepticism that public engagement or creative approaches to achieving impact will be reviewed favourably
- Lack of confidence in (and take up of) advice from professional services - some researchers only trust advice that comes directly from the funders, which they often feel is lacking for impact and engagement
- A focus on 'what' they want to do, rather than 'why' they want to do it, which makes it difficult to construct a strategy that will lead to genuine impact. The main issue here at King's is that although Science Gallery is a valuable 'carrot' for inspiring researchers to engage the public, researchers can become fixated on wanting to work with SGL or adopt their approach (e.g. 'putting on an exhibition') even in cases where this isn't the most appropriate pathway to impact. These discussions need to be carefully managed to avoid quashing enthusiasm and good intentions. Often researchers will still go ahead and write SGL into their Pathways to Impact in ways that we wouldn't consider to be effective. We are currently working hard to avoid this and to better manage expectations about ways researchers can partner with SGL.

- Even in cases where grant consultations have had a minor impact on the written quality of the Pathway to Impact statement, the real impact is expected to come when the projects come to fruition. At this stage, the research team are committed to delivering fully-funded engagement activities as part of their research, and undergo a valuable process of working in partnership with (and learning from) professionals and organisations with extensive engagement experience to share. We expect the result of these partnerships to be an increasing number of high-quality engagement projects which provides researchers with diverse, hands-on experience with public groups, with appropriate evaluation strategies in place which encourage sharing of good practice and learnings beyond the immediate research team – impacting on the wider engagement culture at the Institution.
- A 'Menu of Services' is extremely valuable, at least for back of house calculations. Although we have not had any cases where a funder has refused to fund the level of activities we have built into grants, on several occasions funders have requested a further break down of the top line costs. Ensuring costs are carefully calculated, and that a record of these calculations are maintained on record, is extremely important (especially for future proofing the service e.g. changeover of staff). As is clarity and transparency around any fees. Having a good idea of ball-park (but relatively reliable) costs to easily quote to researchers during initial discussions is also really helpful for framing discussions about what is and isn't achievable, realistic or appropriate.
- Making a standard (list like) 'Menu of Services' available to the research community poses significant risks, including:
 - Reinforcing the view that engagement is a simple 'add-on' activity, rather than a process which is truly embedded within research (and requires a more bespoke design approach)
 - Researchers may build engagement plans into their grant applications themselves, without consulting Impact and Engagement Services. While this empowerment would successfully increase the volume of grants including engagement, there are significant risks that these activities may be inappropriate or unrealistic – leading to poor quality engagement; that partners would be written in without consent; and that once the project was funded Impact and Engagement Services would not be able to support the delivery of the activities due to lack of allocated resources.
 - Costs are seen as fixed instead of a ball-park or best estimate, which would require refinement based on the researcher's proposal.
 - Researchers consider engagement to be 'expensive' (if the calculations behind costs aren't explained or justified)
- Raising the awareness of the grant consultation service you are offering with other, related, departments or services, is key to making researchers aware and encouraging them to use the service. Our work with Research Development, other

impact support providers, departmental administrators and pre-award teams has been invaluable in terms of increasing the number of requests for grant consultations.

- Considering how activities will scale up is absolutely key (as is an exit strategy for delivering existing proposals should the service prove unsuccessful/unnecessary). We have hired a dedicated Research Engagement Manager to address this issue, which requires significant resource and business planning expertise. We are considering developing a framework agreement in order to work with a small pool of highly-trained public engagement professionals, artists and creative professionals in order to deliver the activities we are building into research grants.

Final reflections from King's

It is clear that the new strategic framework for King's includes a deep understanding of, and commitment to, the process of engaging public groups with King's research. However, unlike many of the other HEI's who received CSF funding, King's uses its own vocabulary to describe its approach to public engagement in this new strategy. This language forms part of an important narrative which harks back to the university's founding all the way back in 1829, as a civic university 'in service to society'. This narrative permeates the whole of King's culture - including the public engagement culture. As a result, some of the terms typically used by the public engagement community are not necessarily reflected in the new strategy. However, discussion of the theoretical and practical relationship between the language (and frameworks) used by King's and the engagement community continues. Whether, in the end, these two rhetorical frameworks can be explicitly reconciled – beyond their commonalities - is an open question. Most importantly, what is clear is that King's Vision 2029 is leading the institution in a direction in which Public Engagement with Research is truly embedded. Crucially, the activities which the CSF has instigated and supported have been, and remain, instrumental in driving the culture change which Vision 2029 embodies.

8. Appendix

Appendix A: Presentation carried out during the CSF

Number of attendees	Date	Event	Faculty	Description
150	06.09.2016	Clinical Neurosciences Symposium	IOPPN	15 minute slot (5 mins for questions)
20	19.09.2016	Neuroimaging Divisional Symposium	IOPPN	30 mins to give an overview of what SGL do and opportunities to work together
25	19.09.2016	Cardiovascular Divisional Meeting	IoPPN	30 mins to give an overview of what SGL do and opportunities to work together
30	28.09.2016	Departmental meeting	FoLSM	30 min slot
25	28.09.2016	Florence Nightingale Faculty of Nursing & Midwifery Forum	NMW	30 mins to give an overview of what SGL do and opportunities to work together
30	05.10.2016	Departmental Seminar		30 mins to give an overview of what SGL do and opportunities to work together
20	06.10.2016	Cancer Studies Divisional Symposium	FoLSM	30 mins to give an overview of what SGL do and opportunities to work together
100	10.10.2016	Launch of the new Centre for Research Staff Development	Graduate School	45 minute exhibition stand and drinks reception
20	13.10.2016	Departmental meeting	FoLSM	20 min slot
10	26.10.2016	Divisional Meeting	IoPPN	10 mins to talk about Neuroscience Symposium feedback and future collaboration opportunities
15	02.11.2016	MRC DTC		30 mins to give an overview of what SGL do and opportunities to work together
25	07.11.2016	Classics		20 mins to give an overview of what SGL do and opportunities to work together
10	09.11.2016	English		20 mins to give an overview of what SGL do and opportunities to work together
10	16.11.2016	History		A 2 hour workshop about interdisciplinary. LW presented for 20 mins about interdisciplinary collaborations at SGL.
40	13.12.2016	FoLSM Postgraduate Research student Interdisciplinary Networking event	FoLSM	30 min presentation about SGL and Intro to PE, plus fliers
30	10.01.2017	Randall Division of Cell and Molecular Biology	FoLSM	1 hour presentation - SGL and intro to PE/impact
50	11.01.2017	Divisional Annual Research Day	FoLSM	20 min presentation to open the Research Day

30	18.01.2017	Departmental meeting	FoLSM	20 min presentation and meeting with PR team
30	02.02.2017	DIID Post Grad Network Careers event	FoLSM	15 min presentation about SGL
21	15.02.2017	ARK committee workshop	FoLSM	10 min presentation about SGL
20	03.07.2017	Impacting the world around you	Grad School	World Café - representing PE
14	10.08.2017	Prostate Cancer PPI event	FoLSM	10 min presentation about SGL
35	05.07.2017	Getting your voice heard	Grad School	1 hr Presentation - SGL and intro to PE/impact
40	12/09/2017	Impact day	King's Business School	30 minute presentation - stakeholders, beneficiaries and engaging them.
25	17.10.2017	Research Café	SSPP	2 hour event with researchers moving between four tables: research funding, governance, impact & public engagement and admin/support.
15	23.10.17	Faculty Impact Committee	SSPP	20 slot on agenda.
Total				
840				

Training sessions run throughout the CSF

	Date	Event	Part of?	Description	Type
150	06.09.16	Mapping Memories	King's 2nd Annual Neuroscience Symposium	Delegates co-created an artwork called 'Mapping Memories'	Immersive (experiential) learning plus presentation
28	June-Nov 2016	MOUTHY season	SGL seasonal programming	Research collaborators, curatorial advisors and mediators who gained hands on PE experience	Immersive (experiential) hands-on learning
15	12.10.16	Stand-up & Engage	KERN event series	Training about how to stand up and engage (with a comedian, actor and PE support staff)	Workshop
22	22.11.16	Evaluating Impact - What's the point?	KERN event series	Training about how and why we evaluate PE	Workshop
11	21.02.2017	How to make a busk	KERN event series	How to make a busk practical session	Workshop
7	21.03.2017	Running the KERN	KERN event series	How should we run the KERN in 2017/18 (handing over to researchers themselves)	Workshop
22	23.11.16	Collaborate & Engage PLAN	PE training course & grant scheme	5 part course across the academic year and large PE grant scheme	Workshop
22	Dec-16	Collaborate & Engage COLLABORATE	PE training course & grant scheme	5 part course across the academic year and large PE grant scheme	workshop + networking
20	Jan-17	Collaborate & Engage PITCH	PE training course & grant scheme	5 part course across the academic year and large PE grant scheme	Workshop
18	Feb-17	Collaborate & Engage DO	PE training course & grant scheme	5 part course across the academic year and large PE grant scheme	Workshop
15	May-17	Collaborate & Engage SHARE	PE training course & grant scheme	5 part course across the academic year and large PE grant scheme	Workshop
10	24.11.16	Engaging for Impact	KCL BIG DATA DAY (winners prize)	1.5 hour bespoke training workshop about how PE can be used to achieve impact.	Workshop
14	20.01.17	Developing your PE practice	EPSRC and CANES DTC	2nd year PhD students reviewed PE basics, then took part in three hands on activities to develop their idea for a PE activity to be delivered before the 2nd session. Topics	Workshop

				included film, stand-up and hands-on activities.	
30	10.01.2017	Seminar: Intro to PE and SGL	Randall Division of Cell and Molecular Biology	1 hour seminar with an intro to PE and SGL	Seminar
30	22.02.2017	Seminar: Intro to PE and SGL	MRC/GSTT doctoral training programme	1 hour seminar with an intro to PE and SGL	Seminar
30	22.03.2017	Seminar: Intro to PE and SGL	GKT School of Medical Education	1 hour seminar with an intro to PE and SGL	Seminar
13	24.05.2017	Workshop: Intro to PE	Leading Researchers Programme	1 Hour workshop exploring public engagement	Workshop
20	03.07.2017	Stakeholders and beneficiaries – Identifying them, assessing why they would be interested, what to communicate with them.	Impacting the world around you' programme	45 minute workshop exploring how to identify stakeholders	Workshop
40	12.9.17	Stakeholders and beneficiaries	Impact day	30 minute workshop plus involved in workshops (90 mins) and networking (30 mins)	Workshop
14	28.05.17	Workshop: Public Engagement Evaluation	EPSRC and CANES DTC	2nd year PhD students reviewed PE basics then were introduced to various evaluation techniques.	Workshop
Total					
534					

Appendix B: Members of the Impact Network

Role & relation to impact	Training	Tools	Researcher Awareness
	Courses or workshop that you or your team are able to offer	Toolkits, guidance documents, web resources etc that you can provide	How do you communicate your impact news and offered support to academics and PS staff?
<p>Impact & Engagement Manager, Policy Institute</p> <p>The Policy Institute at King's, whilst hosted by SSPP, has a university wide remit to help deliver 'Impact Partnerships', working with colleagues from across King's undertaking similar activities and building beneficial internal networks.</p> <p>Our work is focused on bringing excellent research and policymaking closer together. My role is to oversee this area of work with Sarah Rawlings (Director of Policy Impact) and build partnerships across the university.</p> <p>I also oversee the Policy Institute's signature event – Policy Idol.</p>	<p>Impact by Design: Based on our own experiences in creating and securing research impact, this half day course, provides guidance on identifying the contexts, constituencies, and channels for realising impact in research communities. The course includes ways of defining impact, hands-on exercises to help think about approaches to realising impact, and making individual plans at the appropriate stage in research. It is open to all staff and PhD students whatever stages their research has reached - from thinking of a grant/proposal idea to later in the research process. Students at other levels are also welcome to attend if this is of particular interest to their research.</p> <p>The course covers:</p> <ul style="list-style-type: none"> • How to design impact into research (and / or a research grant application) • How to identify involve different users or audiences at every stage of a research project • How to understand policy / practice contexts, and the barriers to change • How to define impact, and its different applications (eg Beyond the REF, research funders, etc) <p>Communicating with Policymakers: It can be a steep uphill climb just to get policy makers to pay attention to your ideas, but actually influencing them to change things as a result of what you say often means scaling a mountain. Setting out logical, rational arguments based on evidence is just the start. To change minds and get consensus on what to do, you also need to work with the wider psychology of human behaviour and the dynamics of group decision-making.</p> <p>This course provides a set of practical tools and techniques you can use to make sure that your policy research makes a difference. Designed specifically for researchers who want to communicate with policymakers and other audiences including the public, this four-hour long session</p>	<p>A number of tools are included as part of the courses described previously.</p> <p>We are also developing an online resource around impact.</p>	<p>We work with a number of researchers right across the university. We are in the process of developing an online resource.</p> <p>The Policy Idol website has further details on how to enter, prizes, information on last year's event, guidance for entrants and rules of the competition.</p>

	<p>explains the principles of 'message-led' communication and provides practical advice on how to structure and sell your ideas in order to maximise their impact on policy and practice.</p> <p>Policy Idol: Policy Idol is an annual competition open to all current students and staff at King's, in which participants pitch their policy ideas to an elite panel of leading figures from the worlds of politics, academia and industry. The 10 finalists (individuals or teams) receive bespoke training in policy analysis and communications, as well as an opportunity to improve their pitch. The final takes place in front of a live audience, with both the judges and the audience voting for their favourite idea at the end of the evening.</p>		
<p>Partnerships Manager (RMID) Manage BBSRC Impact Acceleration Award Help PIs with CASE studentship applications (require impact statement) Manage KTP (Knowledge Transfer Partnerships) which need to deliver impact</p>	<p>CASE Workshops</p>	<p>CASE internal website nearly finalised (delay due to IT issues)</p>	<p>Staff notified of annual CASE competitions held by Research Councils via email/webpage</p>
<p>Research Policy and Ethics team (RMID)</p> <p>Policy support for impact and impact case study preparation, such as: Horizon scan, keep abreast of the national policy arena relating to impact (particularly but not solely as regards the REF) and provide updates and briefings to colleagues on trends, activities and reports.</p> <p>Co-ordinate institutional responses to relevant consultations and briefings, eg HEFCE consultation on the REF.</p> <p>Manage and co-ordinate university REF submission.</p>	<p>Some training during the run up to the next REF submission</p>	<p>Guidance on using the PURE impact module to be rolled out to faculties and depts shortly.</p>	<p>Occasional updates to the College Research Committee, Innovation Committee and Research Support Team.</p>

<p>Ensure that appropriate systems are in place for keeping a record of information and evidence relating to potentially impactful activities. In the first instance, this includes guiding and supporting the roll out of the impact module of PURE including the preparation of guidance and ensuring training/support is in place on its use. Keep under review the issue of evidence collection to ensure that it is more systematic but not overly burdensome; to include reviewing systems relating to alternative forms of metrics.</p> <p>Undertake analyses of the case studies in specific UoAs in REF 2014, to establish reasons for underperformance and learning points for future exercises;</p> <p>Work with the colleagues across the institution to ensure complementarity of activity in support of impact; Collaborate with colleagues across the institution on the communication and celebration of impact, including the development of information on the website of information on Impact providing practical guidance on impact, and for example on what information should be collected as evidence.</p>			
<p>Head of Researcher Training & Development, Graduate School I lead the Researcher Development Unit (RDU) which includes the Centre for Research Staff Development. We</p>	<p>Three Minute Thesis - a competition open to any King's student currently studying for a PhD or other doctorate (including pre-upgrade). The rules are simple: explain your research (or an aspect of it) to a non-specialist audience in three minutes. A series of heats are held with two winning contestants from each heat going forwards to the KCL 3 Minute</p>		<p>Webpages: www.kcl.ac.uk/rdp www.kcl.ac.uk/crsd and brochures</p>

<p>have responsibility for the personal, professional and career development of all PGRs and research staff. Research staff are mainly postdocs but include anyone doing research who doesn't yet have a permanent managerial or academic contract.</p>	<p>Thesis Grand Final. The winner of the Grand Final is invited to represent King's at the UK 3 Minute Thesis National Semi-Finals.</p> <p>Public engagement small grants PhD students, research staff and academic staff at King's can apply for a small grant of up to £750 to deliver a public engagement activity. Two rounds per year. Jointly funded by RDU and KCL Wellcome ISSF.</p> <p>5 half-day PE training workshops PGR248 Public Engagement 1: Introduction to Public Engagement PGR249 Public Engagement 2: Developing your own public engagement activity PGR250 Public Engagement 3: Using blogs and social media PGR251 Public Engagement 4: Engaging school children PGR252 Public Engagement 5: Making headlines – promoting your work to the media</p> <p>Part-funding Collaborate & Engage (see Louise's entry)</p> <p>Would be delighted to promote workshops/training to PGRs/research staff that others are doing or to discuss other possible workshops to be delivered in partnership.</p>		<p>http://www.kcl.ac.uk/study/assets/PDF/graduate-school/RDP2016-17.pdf http://www.kcl.ac.uk/innovation/research/Centre-for-Research-Staff-Development/CRSD-Brochure-2016.pdf</p> <p>Activities promoted in Grad Sch (monthly) and CRSD (weekly) newsletters</p> <p>Regular presentations at inductions and other events</p>
<p>Research Development Manager for Natural and Mathematical Sciences I develop research applications for funders with academic colleagues. Most funders either require impact and/or mark it as a criteria for proposal assessment. I also play a role in delivering the EPSRC Impact Acceleration Account which is institutional sponsorship funding from EPSRC to accelerate impact from their research.</p>	<p>5 Ways to Increase Success with Research Councils 45 min presentation that I have been running for early career researchers in NMS. Impact related activities are discussed during it.</p> <p>5 Ways to Grow your Portfolio with Research Councils 45 min presentation that I have been running for more senior staff in NMS. Impact related activities are discussed during it.</p> <p>KCL Arts & Sciences: Impact Training Day This is delivered with the Policy institute and organised by the Arts and Sciences Research Office</p>	<p>Pathways to Impact: guidance Pathways to Impact: options Pathways to Impact: checklist Public Engagement - Opportunities</p> <p>Guidance developed to help in the writing of grant applications to Research Councils.</p> <p>An impact brochure is being developed across the Arts and Sciences Faculties with examples and guidance for</p>	<p>Research pages on the Natural and Mathematical Sciences intranet.</p> <p>Regular emails to NMS staff about opportunities.</p> <p>Presentation series to NMS staff about grant applications with impact as a feature of this.</p>

		both applications and future REF activities.	
<p>Research Policy and Governance Administrator</p> <p>Keeping track of exactly how "impact" features in national research policy, particularly as the format and criteria for the next REF are consulted on and finalised, and making sure that the university is in a position to respond to this.</p>	<p>TBC</p> <p>When a clearer sense of exactly how impact will feature in future government research assessment exercises emerges, I'd be keen to offer training/briefings on this.</p>		<p>TBC</p> <p>The policy team is keen to revamp its public-facing webpages so that people both inside and outside King's can get a better sense of what we do.</p> <p>TBC</p> <p>When the consultation on the Stern Review recommendations on the future of the REF opens, we'll be canvassing the opinions of affected researchers across the College.</p>
<p>Public Engagement Manager (Science Gallery London)</p> <p>One half of Impact and Engagement Services, an arm of SGL which offers support to researchers on how to build public engagement into their research grants as a pathway to impact. Also interested in how we (SGL) can measure the impact of gallery activities.</p>	<p>Collaborate & Engage (Nov 16-May 17) 5 part PE course including a session on evaluating impact, and writing a pitch using a proposal form similar to structure of RCUK Pathways to Impact.</p> <p>What funders look for (Mar 17): A two hour workshop as part of King's Engaged Research Network - hoping to get reps from RCUK and WT involved in discussing what they look for in Pathways to Impact/from PE proposals.</p> <p>Interested in developing a shorter (~ 1h hour) session on 'PE as a Pathway to Impact' which could be combined with other pathways to impact (e.g. policy, innovation etc.) and delivered to departments/post grad networks.</p>	<p>How to write your Pathways to Impact – written guide about what RCUK are looking for and things to include in your grant.</p> <p>10 questions to ask yourself – written guide about how to plan a public engagement strategy/proposal.</p> <p>Logic Model tool – An annotated template logic model, with a completed example, which demonstrates how you can use a Logic Model to plan PE with impact in mind.</p> <p>Interested in building a bank of example Pathways to Impact statements which are high quality, to share with researchers or</p>	<p>Engagement Services webpage on SGL site aims to summarise our aims and the opportunities to get support.</p> <p>'SKILLS' page on SGL site which refers to other training opportunities/grants at KCL relevant to PE and impact.</p> <p>Regularly deliver departmental presentations about Engagement Services - is there value in us developing a powerpoint slide/image which we can all copy into our presentations, which shows the 'Impact Map' at Kings, to provide consistency and help people navigate their way?</p> <p>We also have a postcard series which we give out at events (e.g. Inaugural Research Staff Event)</p>

		any other tools for how to plan and write this section of the grant.	
<p>Research Engagement Manager (RMID) My role is to support the development of Impact and Engagement Services as a small research facility that effectively supports King's researchers to deliver greater impact. This will largely be achieved by building high-quality public engagement and appropriate funding, into grant proposals.</p>	<p>Engagement Services largely provides one-to-one consultations for researchers developing grant proposals.</p> <p>We are interested in supporting relevant training opportunities and occasionally run sessions where required.</p> <p>Examples include:</p> <ul style="list-style-type: none"> - Leading Researcher Programme (May 2017) - Impact Day – stakeholders and beneficiaries (July 2017) 	<p>Engagement Services provide a number of guides:</p> <ul style="list-style-type: none"> - Types of Impact - Writing Pathways to Impact - Planning Public Engagement <p>We would be interested in contributing to a college-wide guide to impact (perhaps building off the A&S one?), best practice for Public Engagement or similar.</p>	<p>We are included in the RMID impact pages and Engagement Services has a page on SGL site.</p> <p>Occasionally referenced in newsletters, departmental emails.</p> <p>Also very pleased that the support we offer is also promoted vigorously by Research Development Managers.</p>
<p>Faculty Research Manager (NMS) I work with researchers across the Faculty on all areas of research support, including assistance with grant proposals, pathways to impact statements, open access and impact. My main focus relating to Impact is managing the EPSRC Impact Acceleration account, running the calls, monitoring projects, recording evidence and developing case studies.</p>	<p>No specific training is offered directly by the Faculty, but we work with the Arts & Sciences Research Office, Policy Institute, and Science Gallery to train academics within the Faculty on Impact.</p> <p>I provide general advice on grant proposals as-and-when.</p>	<p>We have some internal webpages which are being developed.</p> <p>We will also be using Pure to record impact evidence, and will provide local training to researchers when this is more widely rolled out.</p>	<p>E-mails and newsletters where appropriate.</p> <p>I consult with members of the Impact Acceleration committee on strategic matters relating to funding.</p> <p>With IAA funding we hope to ramp up activities and events and engage various offices across King's.</p>
<p>Faculty Research Information Co-ordinator (Arts & Humanities) I support the Pro-Vice Dean for Impact and Innovation with all the areas related to impact. We help departments across the faculty with</p>	NA	<p>Central email address: ahimpact@kcl.ac.uk</p> <p>We have a few intranet webpages dedicated to impact:</p>	<p>1) Central email address: ahimpact@kcl.ac.uk</p> <p>2) Regular meetings with the Departmental Impact Leads</p>

<p>impact-related areas as well as with REF preparations in relation to impact. We organise impact focused workshops and provide one-to-one meetings for academics who need further support. One of my main task is to assure that all impact-related information is evenly disseminated across the faculty and answer all questions around impact. For this, we have created a central email to which all impact related requests can be addressed: ahimpact@kcl.ac.uk . Another area I'm involved with is monitoring whether OA compliance is met</p>		<p>https://internal.kcl.ac.uk/artshums/staff/research/resources/Arts-Sciences-Impact-Guide.pdf</p> <p>https://internal.kcl.ac.uk/artshums/staff/research/resources/AH-impact-event-feedback-guidance.pdf</p> <p>https://internal.kcl.ac.uk/artshums/staff/research/PathwaytoImpactResources.pdf</p>	
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Appendix C: Impact and Engagement Service Stakeholder Map. Updated end of CSF.

Position	Area of interest	ES known to them?	Connection
Senior Management			
Principal & President	King's Governance	At high level, via SGL papers to SET	SET/SMT
SET/SMT members	King's Governance	At high level, via SGL papers to SET	
Art and Sciences			
Provost / Senior Vice President Arts & Sciences	ES planning and delivery	Yes	Supported Grant Application
Executive Dean The Dickson Poon School of Law	ES planning and delivery	No	
Executive Dean Faculty of Arts & Humanities	ES planning and delivery	No	
Vice-Dean Impact, Arts&Hums	Impact Support	Yes	Impact group
Executive Dean Faculty of Social Science & Public Policy	ES planning and delivery	Yes	Reached out
Vice-Dean Impact, SS&PP	Impact Support	Yes	Impact group
Executive Dean Faculty of Natural & Mathematical Sciences	ES planning and delivery	Yes	SGL Dark Matter Season
Vice-Dean Research	ES planning and delivery	Yes	College Innovation Committee
Comms & PE manager, NMS	ES planning and delivery	Yes	Catch ups
Dean of King's Business School	ES planning and delivery	Yes	Business School Launch
Business School Associate Dean (Impact & Innovation)	Impact Support	Yes	Impact Network
Vice-Dean Impact or similar	Impact Support	Yes	
Health			
Provost / Senior Vice President Health	ES planning and delivery	Yes	SGL Blood Season
Executive Dean Dental Institute	ES planning and delivery	No	
Executive Dean Institute of Psychology, Psychiatry & Neuroscience	ES planning and delivery	No	
Public Engagement Fellow, IoPPN	ES planning and delivery	Yes	SGL Hooked
Executive Dean Faculty of Life Sciences & Medicine	ES planning and delivery	Yes	SGL Seasons
Vice-Dean Research and Impact	ES planning and delivery	Yes	Impact group
Executive Dean Florence Nightingale Faculty of Nursing & Midwifery	ES planning and delivery	No	
Academic Support			
Senior Vice President Quality, Strategy & Innovation	Strategic support	Yes	PI RCUK CSF
Vice President & Vice-Principal Research	Connecting with Research	Yes	SGL
VP Service	Strategic	Yes	Service Strategy

	support		Consultation
Assistant Principal, London	Strategic Support	Yes	
Director King's Policy Institute	Impact Support	Yes	
Director King's Policy Impact	Impact support	Yes	Impact Network
Institute Manager King's Policy Institute	King's Policy Institute	Yes	Catch ups
Director of Commercialisation Institute	ES planning and delivery	Yes	
Director, Entrepreneurship Institute	ES planning and delivery	No	
Head of Entrepreneurship Institute	ES planning and delivery	Yes	
Engagement Programme Manager, Entrepreneurship Institute	ES planning and delivery	No	
Comms manager, Entrepreneurship Institute	ES planning and delivery	Yes	Impact group
Assistant Principal, London	ES planning and delivery	Yes	
Director, Science Gallery London	ES planning and delivery	Yes	
Director, Cultural Institute	ES planning and delivery	Yes	
		Yes	
Director, Cultural Programming		Yes	
Professional Services			
Senior Vice President Operations	Operations, Research Management	Yes	
Director of Research Management & Innovation	King's Research Community	Yes	
Director of Research Policy	King's Research Community	Yes	Impact Network member
Director of Research Grants & Contracts	King's Research Community	Yes	
Acting Director & Quality Manager, Clinical Trials Office	King's Research Community	No	
Director of Intellectual Property & Licensing	King's Research Community	No	
Director of External Relations	External Relations	No	
Director of Public Relations (interim)	Public Relations	No	
Director of Marketing	Marketing	No	
Director of Widening Participation	Widening Participation	Yes	
Head of Internal & Change Communications		No	
Director of Research Strategy & Development	Research Strategy & Development	Yes	
Director of Research Strategy	Research Strategy & Development	Yes	
Acting Head of EU Research Funding Office	EU Research Funding Office	Yes	

Key terms

Quantitative data: Focuses on collecting and analysing data in numeric form e.g. counting the number of people at an event.

Qualitative data: Focuses more on the details of why people do what they do. Could be used to explore people's thoughts and opinions towards an event or attitudes about a subject area.

Reliability: Relates to the repeatability of results. A study is reliable if the results you get are the same when the study is repeated.

Validity: Does the test, survey etc. actually measure what it set out to measure?

Closed questions: Questions that can be answered with a simple yes or no. Often used to capture quantitative data.

Open-ended questions: Questions designed to encourage a longer, more meaningful response, providing more qualitative data.

Key Techniques

Surveys: Useful for collecting data regarding attitudes, understanding as well as demographic information of people who attend an event. Including open-ended questions allows for rich qualitative data to be collected, but people are less likely to provide long answers without being prompted. Surveys can be carried out:

- *As Self-Complete paper copies:* Paper copies can be printed out in advance and handed out at an event for people to complete and return straight away.
- *Online:* Create surveys online using Google Forms etc. and distribute via email. Some online surveys will also provide basic analysis of the data.
- *Over the Phone:* Requires a lot more effort on the part of the researcher, but ensures questions are answered accurately.

Interviews: Normally carried out one-on-one, face-to-face or over the phone, can be used to collect quantitative data, but best suited for uncovering rich, in-depth qualitative data regarding an individual's views and experiences. There are three broad types of interviews:

- *Structured:* Questions are established prior to the interview and asked in a particular order. Provides consistency across interviews, but limits how you can respond to peoples answers.
- *Unstructured:* No pre-established questions, far more informal, spontaneous and conversational. Can be harder to analyse data.
- *Semi-structured:* A few predetermined questions that can be asked in any order. Allows you to respond and add in new questions as you go.

Focus groups: Essentially group interviews with a small number of people following a semi-structured interview framework. Can be useful in allowing respondents to build on each other's contributions, or for facilitating feedback from normally quiet/shy respondents. Special training is advised for conducting focus groups.

Observations: Involves watching, recording and analysing people's behavior as it happens in a 'natural' setting, such as how people interact with an activity or an exhibit. There are three main ways in which to carry out observations based on your level of involvement with those you are observing. These include:

- *The Complete observer:* Covert observations. Minimize any observer effect where people may act differently when they know they are being watched.
- *Observer as Participant:* Participants are fully aware you are there to observe them. You may interact with them to some degree, but you generally remain neutral. Is often seen as the most ethical approach within observational research.

- **Complete Participant:** You become one of the participants (e.g. another visitor to an exhibit), but keep your role as researcher hidden to avoid affecting the behavior of others. Allows you a closer relationship to those you are studying.

Participant materials: Items produced by respondents such as drawings, comment notes, photos (inc selfies taken) or even reflective journals. These materials are useful in enriching/complementing other sorts of approaches.

Mixed methods approach: Combining multiple methods, often both quantitative and qualitative, to give a greater insight into the research area. Combining multiple methods can help overcome the limitations of each. For example, qualitative interviews could be carried out after an initial quantitative survey to further explore people’s responses. Similarly, initial observations could be carried out that highlight a particular phenomenon which could then be explored through a survey or interviews.

Technique	Strengths	Limitations
Surveys	<i>Easy to carry out and relatively inexpensive</i>	<i>Limited opportunity to clarify responses</i>
	<i>Can reach a large number of people in a short amount of time</i>	<i>Best when supported by other complementary tools</i>
	<i>Relatively easy to analyse (if designed appropriately)</i>	
Interviews	<i>Gain rich, detailed insights</i>	<i>Time consuming, both in terms of carrying out the interview and analyzing the results</i>
	<i>Can allow for follow up questions to gain deeper understanding</i>	<i>Often smaller sample sizes</i>
	<i>Done well, can be high in both reliability and validity</i>	<i>Requires interviewing skills</i>
Observations	<i>Great insights into how people actually behave and interact during an activity</i>	<i>Issues with reliability and subjectivity of the researcher</i>
	<i>Done well, observations can be high on validity</i>	<i>Can be extremely time consuming and demanding</i>
		<i>Many ethical issues over consent, particularly with covert observations</i>
		<i>Possible observer effect</i>

Appendix E: Innovation Promotional Pathway

Innovation-led applications:

Innovation is the primary focus of the application with evidence focusing on the type of activity and its impact with detailed evidence being provided in order to demonstrate the level of achievement. Innovation-led applicants need to demonstrate their exceptional contributions to innovation (documented as per the guidance in Innovation (activity and impact and Innovation- Supplementary promotion guidance below) but must show their contribution to education and research activity and academic leadership and administration at a level consistent with the grade applied for. Note that candidates may be denied promotion if they fail to demonstrate appropriate involvement and requisite quality of their educational and research activities.

Innovation (activity and impact)

The Panels will consider any achievements within innovation, and these should be appropriately documented. Innovation is the creation of new and valued benefits beyond the university (e.g. cultural, social, economic or health). This may take the form of engaging external audiences with research either at the university or at external events. Academic-enabled innovation takes curiosity driven research, the purpose of which is to generate new insights and understanding, and translates them for application and benefit. While there will be instances where the innovation is delivered by an academic (e.g. from within a Clinical Academic Group) it is more usual for the academic to contribute new or existing knowledge to an innovation led from outside the university. As such, the promotion criteria recognise their enabling role, ensuring the best available academic research is used in service of society. In this respect, evidence of engagement with a wider public may be taken into account. It is therefore critical to demonstrate how world-class academic insight and understanding contributed to innovations; participation in contract research, trials, etc. by themselves is not sufficient. Staff who are not involved in significant innovation or impact of this nature will not be disadvantaged by being unable to supply evidence in this area.

Innovation: Supplementary promotion guidance

Innovation-led applications Innovation-led applications will be relatively few in number as most academic staff at the university engage in a balance of research and education activities. Notwithstanding the guidance provided at Section H of the document Completing an application: Guidance for applicants, which should be used to indicate achievements in innovation, particular reference should be made to the requirements below in Innovation-led applications.

In addition to the completion of Section H of the application form, Innovation-led applications require the assembly of a portfolio of evidence for review by the Head of Department¹ (or equivalent), Executive Dean, and the Senior Vice President (Quality, Strategy & Innovation).

Portfolio requirements

The portfolio of evidence must be submitted by email as a PDF along with the application form. There is no pro-forma, but portfolios should include a covering letter of not more than three A4 pages in length. The portfolio and cover letter must be typed, in black ink on a white background, using Arial Font size 12 and must not exceed 30 pages in total.

The portfolio must:

- Describe fully the innovation.
- Describe by whom the innovation was delivered and how it was implemented; and how the applicant contributed and supported in this regard.
- Quantify the reach, significance and impact of the innovation.
- Evidence excellence and leadership in innovation.

The portfolio may:

- Include innovation that relates to the applicant's research but is not necessarily the outcome of the research.
- Include a supplementary list of publications.
- Include links to online materials.

Engagement Services Consultation Process

Background questions:

- **Can tell me a bit about your research?**
 - *Probe: what is the most interesting aspect of your research?*
- **Have you had much experience with Public Engagement?**
 - *If little experience, introduce the NCCPE definition of PE and take them through the 3 main types of PE: Inform, dialogue and collaborate.*

Project description	
Funder: Project Budget: 1.5%: 3%: 5%:	
Who do you want to engage with? Specific	Why do you want to engage with this group?
What could the activity be	
Where could it take place	When could it take place
How will you evaluate	